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ABSTRACT

The final report of the first year (1979-1980) of Project First Chance Interactive Outreach Model Program reviews outreach activities and gives detailed information on child progress data from the model demonstration site serving 10 preschool handicapped children. Indicators of project impact are reported in the areas of product development and distribution, awareness, stimulating sites, training, and state involvement. Among indicators reported are visits to the demonstration site by 160 persons, development or revision of five products, training of 270 staff, improved service to 750 handicapped children, and incorporation into coursework of model components by 15 institutions of higher education. Charts detail project objectives, activities, and degree of accomplishment. The evaluation summary concludes that the objective of stimulating new improved service to young handicapped children was accomplished with great success in Texas and less success in Nebraska and Arizona. The section on evidence of effectiveness presents behavior change data for the 10 children at the demonstration site. It is reported that a total of 344 behaviors were gained by the 10 children during the 9 month program. Data are presented in a summary of behaviors mastered, an individual child summary, and a summary by developmental area. A large appendix includes such items as training schedules for outreach, an overview of the total process and critical components, directions for setting up the monitoring system, work sheets for monitoring individual programs, and suggestions for monitoring teacher behaviors. Also appended is a guide to determining the relationship between the child's behavior and the teacher's consequences, the "Teaching Behavior Inventory," and a chart of teaching behavior characteristics. (DB)

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PROJECT FIRST CHANCE:
INTERACTIVE OUTREACH PROGRAM

Final Report

1979 - 1980

Volume I

EC 150017

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PROGRAM PERFORMANCE REPORT (Discretionary Grants)

FORM APPROVED
OMB NO. 51-R*091

Further monies or other benefits may be, but will not necessarily be, withheld under this program unless this report is completed and filed as required by existing law and regulations (45 CFR 121, GSA FMC 74-7).

Part I

All grantees with awards from programs listed under "General Instructions" above respond.

1. Date of Report:	2. Grant Number:
September 30, 1980	G 007901732
3. Period of Report: From:	**To:**
July 1, 1979	June 30, 1980

4. Grantee Name and Descriptive Name of Project:

University of Arizona - Project First Chance: Interactive Outreach Program

Certification: I certify that to the best of my knowledge and belief this report *(consisting of this and subsequent pages and attachments)* is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director(s) or Principal Investigator(s):	Signature of Project Director(s) or Principal Investigator(s):
Jeanne McRae McCarthy, Ph.D.	Jeanne McRae McCarthy

Part II *("Accomplishment" Reporting)*

A. All grantees, except for those with awards under 13.443 are to respond to this Section A. Grantees under 13.443 go to B of Part II.

All grantees with awards under 13.444 except those supported solely for "Outreach" activities are to follow the organization of categories listed below in presenting their performance reports. The categories are based on activities common to all Early Childhood projects with the exception noted above for projects solely supported for outreach activities.

(1) Direct and Supplementary Services for Children's Services
(2) Parent/Family Participation
(3) Assessment of Child's Progress
(4) Inservice Training for Project Staff
(5) Training for Personnel from other Programs or Agencies
(6) Demonstration and Dissemination Activities
(7) Coordination with other Agencies
(8) Continuation and Replication

The grant application for programs 13.445, 13.446, 13.450, and 13.520 provided for the following functions or activities as categorical headings in the budget and narrative sections:

Research and Development	Dissemination
Demonstration/Service	Preservice/Inservice
Evaluation	Training

Programs 13.451, and 13.452 do not usually require a breakout since the primary function or activity is intrinsic to the respective program.

For each of the above programs, functions, or activities *(as well as those of special import for certain programs; e.g., replication, advisory councils, parent involvement)* discuss the objectives and subobjectives presented in the approved application *(in narrative format)* in terms of:

(a) Accomplishments and milestones met.
(b) Slippages in attainment and reasons for the slippages.

Refer back to your application and utilize your quantitative quarterly projections, scheduled chronological order and target dates, and data collected and maintained as well as criteria and methodologies used to evaluate results for (a) and (b). For grantees under 13.444, in discussing training or personnel from other programs, include descriptions of types of training, institutions or organizations involved, and numbers of trainees and hours of training received.

Also highlight those phases of the plans of action presented in your application that proved most successful, as well as those that upon implementation did not appear fruitful. NOTE: Outreach grantees are to discuss accomplishments and slippages in terms of replication and stimulation of services, resources provided and field testing and dissemination and training in terms of types of personnel receiving training and the number of hours involved.

Grantees finishing this portion of Part II, go to C of Part II.

B. Reporting for Grantees under 13.443 *(Research and Demonstration).*

Discuss major activities carried out, major departures from the original plan, problems encountered, significant preliminary findings, results, and a description and evaluation of any final product. Either include copies of, or discuss: information materials released; reports in newspapers, maga-

Table IB

Project Staff Providing Services to Recipients in Table IA

Type of Staff	Number	
	Full-time	Part-time *(As Full-time Equivalents)*
Professional Personnel *(excluding teachers)* **	4	
Teachers	1	
Paraprofessional	1	

** 1-Speech/Language; 1-Adaptive P.E.; 1-Physical Therapist; 1-School Nurse

Table IC

If applicable: Services to Those Handicapped Not Included in Table IA

Service	Number of Handicapped
Screened	7
Diagnostic and Evaluative	4
Found to Need Special Help	4 (referred)
Other Resource Assistance	4 (follow-up)

Table II

Preservice/Inservice Training Data

Handicapped Area of Primary Concentration	Number of Persons Received Inservice Training	Number of Students Received Preservice Training by Degree Sought			
		AA	BA	MA	Post-MA
Multihandicapped					
Administration					
Early Childhood					
Trainable Mentally Retarded					
Educable Mentally Retarded					
Specific Learning Disabilities					
Deaf/Hard of Hearing					
Visually Handicapped					
Seriously Emotionally Disturbed					
Speech Impaired					
Orthopedically and Other Health Impaired					
TOTAL					

If data in Table II above differ by more than 10 percent from those in your approved application, explain.

Table IIIA
Placement of Children Participating in Early Childhood Program During Reporting Period

Indicate the placement of children who left your project during the year covered by this report period.
NOTE: Count each child only once by primary type of placement below.

TYPE OF PLACEMENT			NUMBER OF CHILDREN	
			FULL-TIME	PART-TIME
INTEGRATED PLACEMENT *(i.e., in regular programs with children who are NOT handicapped)*	Nursery schools			
	Day-care programs			
	Head Start			
	Pre-kindergarten			
	Kindergarten		3	
	Primary grades	First	1	
		Second		
		Other		
SPECIAL EDUCATION PLACEMENT *(i.e., in classes only for handicapped children but situated in regular private or public school)*	Pre-kindergarten			
	Kindergarten		1	
	Primary grades	First	1	
		Second		
		Other		
INSTITUTIONAL PLACEMENT	Scheduled to remain in Early Childhood Program in coming year			
	Other *(specify)*			

Table IIIB

	NUMBER		PERCENT
Cumulative number of children entered into integrated placement *(if known)* prior to this report period →		Estimated retention rate of cumulative number in integrated placement →	%

COST DATA

Local	(55%)	$ 24,538
State	(39%)	17,400
Federal	(6%)	2,677
TOTAL		$ 44,615

SITE: Valencia Adaptive Education Center

ADDRESS: 5702 S. Campbell Avenue
Tucson, Arizona 85734

PHONE: (602) 889-8636

COMPLETED BY: Jeanne McRae McCarthy, Ph.D.

DATE: September 30, 1980

FUNDING SOURCE: (Teacher/aide salaries; Space; Utilities Services; Support Services; Transportation; Etc.)

NUMBER YEARS IN OPERATION: 4

DESCRIPTION OF AREA SERVED BY PROGRAM (CHECK ONE) X URBAN ____ RURAL

TOTAL POPULATION OF AREA SERVED BY PROGRAM: 43,500

NUMBER OF HANDICAPPED CHILDREN ENROLLED IN THE PROJECT FIRST CHANCE CLASSROOM: 10

NUMBER OF NONHANDICAPPED CHILDREN ENROLLED IN THE PROJECT FIRST CHANCE CLASSROOM: 0

GENERAL INSTRUCTIONS:

1. Please enter the amounts that are used to maintain the PROJECT FIRST CHANCE classroom only.
2. If you are serving both handicapped and nonhandicapped children in your PROJECT FIRST CHANCE classroom, please star (*) those items and services provided the handicapped children only.
3. If conforming to this format jeopardizes the accuracy of the information, please use the blank forms provided.

PROJECT FIRST CHANCE
INTERACTIVE OUTREACH MODEL PROGRAM

Final Report FY 1979-80
July 1, 1979 - June 30, 1980

Part II. Accomplishment Reporting

This final report of the Project First Chance Interactive Outreach Model Program for the first year of Outreach activities will be organized into four components:

1. Accomplishments and Milestones Met
2. Indicators of Impact Across All Activities
   a. Awareness
   b. Product Development and Distribution
   c. Stimulating Sites
   d. Training
   e. State Involvement and Coordination
   f. Other
3. Evaluation of the Project First Chance Interactive Outreach Project:
   a. Proposed Objectives, Activities, and Degree of Accomplishment
   b. Evaluation Summary
4. Evidence of Effectiveness
   a. Child Progress Data from Model Demonstration Site
      1. ABACUS Data
         a) Summary of Behaviors Mastered
         b) Individual Child Summary
         c) By Developmental Area
      2. Individual Programs
         a) Summary Table of Behaviors Mastered
         b) Summary Table of Individual Programs
      3. Child Progress Data
         a) Behavior Change Documented in One Child
         b) Child Progress Data from Omaha Replication Site
      4. Parent/Community Contacts: Model Demonstration Site
   b. Child Progress Data from Omaha Replication Site

1. Accomplishments and Milestones Met

As this final report is being written the Project First Chance Interactive Outreach Model II, (FY 1980-81) is in full swing, funded by the Office of Special Education for the second year, for a total of five years of demonstration and outreach funding.

As will be noted from the Indicators of Impact discussed in the next section, outstanding success has been achieved in Texas, with the support of the Texas Education Agency through the Early Childhood Coordinator. This support has been extended to the Regional Service Centers XI, (Fort Worth), Region VI (Houston), and Region IV (Lamar) in the form of grants to stimulate LEA's to develop Project First Chance Model Programs. At least five LEA's have contacted Project First Chance directly with the intention of replicating the model, including Deere Park, Garland, Seguin, and LEA's in the Austin Region. The most viable of these will be selected as Outreach sites for the 1980-81 year.

The Region XI site in Crowley, Texas will be developed further with the assistance of the staff of the Regional Service Center in Fort Worth. In addition, Project First Chance has been asked to train another Early Childhood Coordinator for the Region and to provide training for the staff of another site in Saginaw, Texas. This site will serve as the demonstration classroom to train 16 teachers and aides who will be developing Project First Chance classes in their respective districts. Additional information on the Texas sites is included in the Indicators of Impact, Table 1.

Less success was evident with the sites in Millard School District, Omaha, Nebraska. Two class rooms were established in Norris Elementary School serving 17 children. Evidence of progress of each child is impressive, with a total of 532 behaviors gained as measured on the ABACUS, a criterion referenced instrument (Table 1C). However, personnel changes resulting in a shift of administrative support of the model continued to cause difficulties. Efforts were made to provide the technical assistance necessary to overcome the internal problems. Some success was evident, in that the program was quite successful in terms of child progress. However, the decision was made to modify the Project First Chance model and to develop a less stringent approach. In addition, efforts on the part of parents to integrate the children into programs for non-handicapped children made it difficult for staff to place high priority on developing the Project First Chance model. As a consequence, we will not be providing resources during 1980-81 unless requested to do so by the new coordinator.

One of the major goals of Project First Chance has been to facilitate the development of programs for preschool handicapped children in the State of Arizona. As can be seen from Figure 4, emphasis has been placed on Awareness

Presentations throughout the State, and on involvement at the State level. Three replication sites have recently been funded with VI-B funds through the SEA in Chandler, Nadaburg, and Williams Air Firce Base. Assistance was given in the conceptualization phase of program development. Additional Outreach activities are being planned for the 1980-81 school year, beginning with a Public Awareness Conference on August 4.

In addition to these three sites which are planning to replicate all components of the model, six other sites are using some of the components of the child and family service programs:

1. Arizona Training Program Tucson (ATPT)
2. University of Arizona Child Psych Lab
3. Headstart - Pima County
4. La Frontera - Tucson
5. CIDS - Phoenix
6. Tucson Association for Child Care (TACC)

The Tucson Association for Child Care has requested Outreach assistance in screening 75 day care children, parents, and teachers in six Urban League inner city day care centers in October, 1980. In-service training will be provided in the use of the ABACUS, in writing I.E.P.'s for identified handicapped children, and in implementing individual and group programs in the Project First Chance curriculum. University of Arizona students in the Preschool Master's Program will be utilized, along with the Project First Chance Outreach staff.

Although there have been some significant indications of progress in Arizona, the legislation resulting in fiscal restrictions have made the future less bright than earlier predictions suggested. Restrictions on school budgets, limiting increases to 7%, together with the lumping of regular, special, and transportation expenditures into one total, have made it difficult for administrators to consider new, nonmandated programs for handicapped children. However, there are some indications that are more positive:

1. The Governor's Council on Developmental Disabilities has recommended that permissive legislation be introduced in the next session to allow programs in the public schools for 3 and 4 year old handicapped children.

2. The SEA has received a State Implementation Grant which has been utilized to employ a coordinator who is functioning full-time to develop programs.

3. Standards and Guidelines for Preschool Programs will be finalized and submitted to the Special Education Advisory Committee for review.

4. One of the priorities for the VI-B discretionary proposals will be unserved populations, including preschool handicapped children.

PROJECT FIRST CHANCE

INDICATORS OF IMPACT

ABSTRACT

Minimum Indicators of Impact are presented on all six components of Outreach activities:

1. Product Development and Distribution
2. Awareness
3. Stimulating Sites
4. Training
5. State Involvement
6. Other

The Informational Summary Format together with Figures 1, 1A, 2, 3, 4, and 5, which follows summarizes the quantifiable data available.

These components of the informational summary of Indicators of Impact are self explanatory with the exception of Awareness, Stimulating Sites, and Training. In accordance with information disseminated in the Outreach Project Director's meeting on September 10, 1980, the following guidelines have been used:

Awareness refers to the dissemination of general knowledge about the project;

Stimulating Sites refers to training provided to personnel from those fiscal agents using the services to childrer or services to families components to serve children;

Training has been documented separately from Awareness and replication site training and refers to competency based modules involving University training programs, generally a three week practicum, an eight week or a fifteen week student teaching experience. One-day teacher inservices have been included in the Awareness component.

2. Indicators of Impact Across All Activities

INFORMATIONAL SUMMARY FORMAT

OUTREACH ACTIVITY	IMPACT INDICATOR	OUTPUT
AWARENESS	- Number of persons requesting materials/ information by phone or letter	200
	- Number of persons visiting demonstration/ continutation site	160
	- Description of Awareness presentaitons (see Table 4)	
	- Number of Awareness presentations	23
	- Number of persons involved	2950
PRODUCT DEVELOPMENT AND DISTRIBUTION	- Number of products developed/revised	5
	- Number of products distributed to number of persons	240
	- Number of children receiving new/improved services via use of selected materials or components of model	NA
STIMULATING SITES	- see Tables 1A, 1B, 1C, 1D	
	- Information by replication site (see Table 1)	
	- Number of staff trained (see Table 5)	270
TRAINING	- see Table 2	
	- Number of higher education institutions incorporating model component(s) into course work	15
	- Number of handicapped children receiving improved services by number of persons reaching criterion training	750
	- Amount and source of funding provided by others to support training experiences	NA

INFORMATIONAL SUMMARY FORMAT
continued

OUTREACH ACTIVITY	IMPACT INDICATOR	OUTPUT
STATE INVOLVEMENT	- Recognized assistance in developing or amending state plans, state policies, or legislation	YES
	- Recognized assistance in supporting new positions/structure for early childhood within SEA or other state agencies	YES
	- Number of publications developed and number distributed with project's assistance in program guidelines, license, or certification, etc.	3
OTHER	- Number children served with increased high quality services, e.g., accurate results in screening/diagnostic procedures and subsequent direct services	40/15
	- Number of persons receiving information on sources of funding, writing proposals, and receiving funding	400
	- Cost benefit consideration and analyses	

TABLE 1
Description of Demonstration-Continuation Site and Each Replication/Model Utilization Site for FY 1979

ontact Person; ame, Address, hone of Agency	# of Full and Part Time Staff	Amount(s)/ Source(s)of Funding	Model Components Used with (*) & Without Adaptation	# of Children Served by Age Range/Handicapping Condition	Child Progress Data to be reported in June, 1981	New Services Not Previously Supported (Yes/No)	Improved Service at Existing Site (Yes/No)
.C. Navarro unnyside School istrict #12 238 E. Ginter Rd. ucson, AZ 94-1440	8	$44,615 State & Local Sources	Total Model	10 CA 5-6 TMR, MH, EH, PH	I_A II_A III_A IV_A	Yes	
herry Elliott illard School Dist. 39th & L Sts. maha, Nebraska 8137	9	$84,000 State & Local Sources	Total Model	17 CA 3-4	I_C	Yes	
ary Hood ducational Service enter-Region IX 601 N. Freeway t. Worth, TX 817)625-3211	9+ 13 Sites trained 1979/80 who will replicate in 1980	$50,000 State & Local Sources	Total Model	8 CA 5-4 TMR, EMR, LD, SP I, MH	I_B		Yes
Susan Lowe South Birdville Elem 2600 Solona Dr. Haltom City, TX 76117 834-6206			Curriculum Data Monitoring	5			
Charlotte Healy Hurst-Euless-Bedford Ind. School District 409 Ector Dr. Euless, TX 283-6621			Curriculum Data Monitoring	4			

TABLE 1
Description of Demonstration-Continuation Site and Each Replication/Model Utilization Site for FY 1979

ntact Person; me, Address, hone of Agency	# of Full and Part Time Staff	Amount(s)/ Source(s)of Funding	Model Components Used with (*) & Without Adaptation	# of Children Served by Age Range/Handicapping Condition	Child Progress Data to be reported in June, 1981	New Services Not Previously Supported (Yes/No)	Improved Service at Existing Site (Yes/No)
Educational Service Center-Region IX Ft. Worth, TX (cont)							
-Kay Hunter J.L. Boren Elem. 1400 Country Club Mansfield, TX 76063 473-1524			Curriculum Data Monitoring	5			
-Martha Holly Arlington I.S.D. Roark Elem. 2401 Roberts Cir. Arlington, TX (817)460-4226			Curriculum Data Monitoring	10			
-Barbara Kimmel Meadowbrook Elm.#40 Meadowbrook Dr. Ft. Worth, TX 817-536-4233			Assessment Curriculum Data Monitoring	NA			
-Teresa Needles Sherrod Elem 2626 Lincoln Arlington, TX 76012 273-5283			-	20			
-Doris Kupferle Phillips Elem. #47 3020 Bigham Blvd. Ft. Worth, TX 76116 817-731-1380			Assessment	9			

TABLE 1
Description of Demonstration-Continuation Site and Each Replication/Model Utilization Site for FY 1979

ontact Person; ame, Address, noue of Agency	# of Full and Part Time Staff	Amount(s)/ Source(s)of Funding	Model Components Used with (*) & Without Adaptation	# of Children Served by Age Range/Handicapping Condition	Child Progress Data to be reported in June, 1981	New Services Not Previously Supported (Yes/No)	Improved Service at Existing Site (Yes/No)
Educational Service Center-Region IX Ft. Worth, TX (cont)							
Marcia Munch Ft. Worth ISD Spec. Ed. Dept. El Camp 737-6646			Assessment Curriculum Data Monitoring	-			
Pam Wilson Bess Race Elem. Crowley ISD 512 Peach Crowley, TX 817-297-1321			Curriculum Data Monitoring	13			
Linda Lesses Bess Race Elem. 512 Peach Crowley, TX 817-297-1321			Curriculum Data Monitoring	6			
Jo McGovern Foster Elem. 2315 Stonegate Arlington, TX 76015 460-4702			Curriculum	30			
Virginia Boggess Saginaw ISD Saginaw Elem. Box 79160 Ft. Worth, TX 76179 232-0631			Curriculum Data Monitoring	13			

TABLE 1
Description of Demonstration-Continuation Site and Each Replication/Model Utilization Site for FY 1979

ontact Person; ame, Address, hone of Agency	# of Full and Part Time Staff	Amount(s)/ Source(s)of Funding	Model Components Used with (*) & Without Adaptation	# of Children Served by Age Range/Handicapping Condition	Child Progress Data to be reported in June, 1981	New Services Not Previously Supported (Yes/No)	Improved Service at Existing Site (Yes/No)
Educational Service Center-Region IX Ft. Worth, TX (cont)							
-Sammie White Eagle Hghts Elem P.O. Box 756 Ayle, TX 76020 237-4161			Curriculum	8			
-Gay Brown Blanton Elem. 1900 So. Collins Arlington, TX 76010 460-3456			Assessment	6			
-Dee Fifer Duff Elementary 3200 Lynnwood Arlington, TX 76013			Curriculum	5			

TABLE 1

PARTIAL REPLICATION SITES FOR FY 1979

PLACES USING SOME OF THE COMPONENTS

NAME OF AGENCY	LOCATION OF AGENCY	COMPONENTS USED
Arizona Training Program Tucson (ATPT)	Tucson	A.B.A.C.U.S.
University of Arizona Child Psych Lab	University of Arizona	A.B.A.C.U.S.
Head Start - Pima County	Tucson	A.B.A.C.U.S.
La Frontera	Tucson	Home Programming
CIDS	Phoenix	Assessment
Tucson Association for Child Care (TACC)	Tucson	A.B.A.C.U.S. Curriculum

zines, journals, etc.; papers prepared for professional meetings; textual and graphic materials; completed curriculum materials and instructional guides, or drafts if in a developmental stage, special methods, techniques and models developed; scales and other measuring devices used.

When finished with this portion of Part II, 13.443 grantees go to C of Part II.

C. All grantees are to respond to this section C. Discuss the following:

(1) Unanticipated or anticipated spinoff developments *(i.e., those which were not part of your originally approved subobjectives, but which are contemplated within the purpose of the Education for the Handicapped legislation, such as new cooperative inter-agency efforts, a decision by volunteer(s) to pursue a career in special education, new public school policy to integrate handicapped children into regular classrooms, enactment of mandatory or other State legislation affecting early education, relevant new course offerings at universities, etc.).*

(2) Where outputs are quantified in response to any portion of Part II, relate quantifications to cost data for computation of unit costs. Analyze and explain high-cost units.

(3) Indicate other matters which you would like OE to know about *(e.g., community response to the project, matters concerning the project's working relationship with OE, technical assistance of OE staff, or any other relevant subject.).*

Part III

All grantees with a Demonstration/Service function or activity, except for 13.444 grantees who are solely supported for "outreach" activities, are to complete Tables IA, IB, and IC. All grantees under 13.451, as well as those under other handicapped programs with a Preservice/Inservice Training activity are to complete Table II. All grantees under 13.444 except those who are supported solely for "outreach" activities, are to complete Tables IIIA and IIIB.

Table IA – Demonstration/Service Activities Date (Continuation/Demo Site)

Children

Enter actual performance data for this report period into the appropriate boxes. Use age as of the time of the original application, or the continuation application, whichever is later. On lines above line 11, count multihandicapped individuals only once, by primary handicapping condition, and indicate the number of multihandicapped in line 12. Data for lines 1 through 11 are for those directly served; i.e., services to those enrolled or receiving major services, and not those merely screened, referred or given minimal or occasional services.

Type of Handicap	Number of Handicapped Served by Age					
	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-18	Age 19 and Over
1. Trainable Mentally Retarded		6				
2. Educable Mentally Retarded		1				
3. Specific Learning Disabilities		0				
4. Deaf-Blind		0				
5. Deaf/Hard of Hearing		0				
6. Visually Handicapped		0				
7. Seriously Emotionally Disturbed		3				
8. Speech Impaired		0				
9. Other Health Impaired		0				
10. Orthopedically Impaired		0				
11. Total		10				
12. Multihandicapped		6				

If the data in the above table differ by more than 10 percent from the data originally presented in your approved application, please explain the difference.

Table IB

Project Staff Providing Services to Recipients in Table IA

Type of Staff	Number	
	Full-time	Part-time (As Full-time Equivalents)
Professional Personnel (excluding teachers) Speech/Language Adaptive RE	4	-
Teachers Physical Therapist School Nurse	1	
Paraprofessional	1	

Table IC

If applicable: Services to Those Handicapped Not Included in Table IA

Service	Number of Handicapped
Screened	7
Diagnostic and Evaluative	4
Found to Need Special Help	4 (referred)
Other Resource Assistance	4 (follow-up)

Table II

Preservice/Inservice Training Data

Handicapped Area of Primary Concentration	Number of Persons Received Inservice Training	Number of Students Received Preservice Training by Degree Sought			
		AA	BA	MA	Post-MA
Multihandicapped					
Administration					
Early Childhood					
Trainable Mentally Retarded					
Educable Mentally Retarded					
Specific Learning Disabilities					
Deaf/Hard of Hearing					
Visually Handicapped					
Seriously Emotionally Disturbed					
Speech Impaired					
Orthopedically and Other Health Impaired					
TOTAL					

If data in Table II above differ by more than 10 percent from those in your approved application, explain.

TABLE 2

SUMMARY DESCRIPTION OF TRAINING ACTIVITIES

FY 1979

DURATION	TARGET	# PERSONS TRAINED	CONTENT SUMMARY	# of UNIVERSITY CREDIT HOURS PROVIDED TO # OF PERSONS	FUNDING SUPPORTED BY OTHER SOURCES (SOURCE/AMOUNT)	LOCATION
3-5	Oklahoma City Univ. Graduate Study	50	All components of PFC Model	3 hrs (for 5 week course)	Tuition, OCU, SEA/?	-
Practicum Internship	MA Students U of AZ	10	All components of PFC Model	30 hrs to 10 persons	Tuition, UofAZ, BEH	-
40 weeks	MA Students U of AZ	15	All components of PFC Model	18 hrs to 15 persons	BEH, UofAZ Tuition/$25,000	-
2 days	Health Related Professions U of Cinci	200	Assessment/Programming for Preschool Handicapped	3 hrs Continuing Education Credit	CIBA/ U of Cincinnati	-
1	Physicians Wayne State	300	Overview	?	Continuting Medical Education Credit Wayne State Univ.	Neuroeducation Center Hospital Beaumont, MI

Figure 3

Overall Summary of Impact on Children

	New Services Not Previously Supported	Improved Services at Existing Sites	New Sites FY 1979	Old Sites from FY 1978	Old Sites from FY 1977
eplication/Model Utilization Sites	3 CA 3-6 35 EMR, TMR, MH, P LD, MH	45± CA 0-6 450± All	3	1	1
ther Sites Receiving Other utreach Assistance					

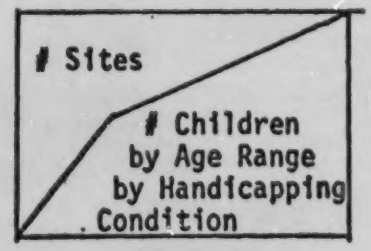


TABLE 4
DESCRIPTION OF AWARENESS PRESENTATIONS
FY-1979

DATE 1979	DURATION	TARGET	# PERSONS INVOLVED	CONTENT SUMMARY	LOCATION	AGENCY	FUNDING SOURCE	PRESENTER
7/30	½-2	Austrian Professors	5	Model Overview	Tucson	U of AZ	University	Jeanne McCart
8/7-8	2	Special Educators	200	All Model Components	Austin, TX	TEA	TEA	Jeanne McCart
8/10	½	Dept. of Economic Security Day Care Personnel	4	Assessment, IEP, Clipboard, Curriculum, Home Programs	Coolidge, AZ	ATP (Coolidge)	DES	Jeanne McCart
9/7-8-9	3	Teachers	100	Assessment, Curriculum	Toronto	Camp Towhie	Fees	Jeanne McCart
11/2-3		Education Personnel		Assessment, Language, Overview	Chicago	ICEC	CEC, Fees	Jeanne McCart
11/8	½	Title I Teachers	30	Overview of Components	Tucson	Tucson Unifd. School District I PACE Program	LEA	Jeanne McCar
12/3	1 day	Spec. Ed. Personnel	40	Overview of Field/ All Model Components	Tenley Park Illinois	LEA	LEA	Jeanne McCar
12/7	1 day	Spec. Ed. Personnel	100	Assessment/Programming for Preschool Handicapped Children	Atlanta, GA	SERRC	SERRC	Jeanne McCar
12/14	½ day	P.S. Task Force	15	State Plan	Phoenix	SEA	SEA	Jeanne McCar
1980 1/25	½ day	P.S. Task Force	15	State Guidelines	Phoenix	SEA	SEA	Jeanne McCar

TABLE 4
DESCRIPTION OF AWARENESS PRESENTATIONS
FY-1979

DATE 1980	DURATION	TARGET	# PERSONS INVOLVED	CONTENT SUMMARY	LOCATION	AGENCY	FUNDING SOURCE	PRESENTER
/8	½ day	Administrators, Diagnosticians, Teachers	75	Screening	Austin, TX	TEA, ESC	TEA	Jeanne McCarthy
/27	4	ACLD Participants	700	Assessment, Programming	Milwaukee, WI	ACLD	Fees	Jeanne McCarthy
/3	20	Proposal Reviews	-	-	Chandler, AZ	SEA	SEA	Jeanne McCarthy
/14-15	2	Spec. Ed. Teachers	175	Overview, Assessment, Curriculum	San Diego, CA	SDUSD	LEA	Jeanne McCarthy
/18	½	Teachers	300	Parent Involvement	Philadelphia	CEC	PFC	Kathryn Lund
/20-21	1	Spec. Ed. Personnel	500	Overview of Field of Preschool Handicapped	Topeka, KS	KCEC	Fees	Jeanne McCarthy
/1[illegible]	½	Resource Teachers	30	Preschool Programs	Kelland School Tucson	TUSD I	PFC	Jeanne McCarthy
/25	1	Health Related Professionals	300	Awareness	Neuroeducation Center Hosp. Beaumont, MI	Beaumont Hospital	Fees	Jeanne McCarthy
/2	½	Spec. Ed. Teachers	10	Awareness/Implementation	Tucson	Schumaker School	PFC	Jeanne McCarthy
/10	1	Spec. Ed. Personnel	300	Overview	Wichita, KS	CEC	CEC	Jeanne McCarthy

TABLE 4
DESCRIPTION OF AWARENESS PRESENTATIONS
FY-1979

DATE 1980	DURATION	TARGET	# PERSONS INVOLVED	CONTENT SUMMARY	LOCATION	AGENCY	FUNDING SOURCE	PRESENTER
5/22	1 day	Preschool Administrators	3	Awareness	Sells, AZ	Papago Tribe	PFC	Jeanne McCarthy
6/20	½	Developmental Disabilities/ Mental Retardation	25	Parent Training	Tucson	Developmental Disabilities/ Mental Ret.	PFC	Kathryn Lund
6/25	½	Preschool Service Agencies	20	Awareness	Tucson	Preschool Collaboration Project	PFC	Jeanne McCarthy

TABLE 5

SUMMARY OF TRAINING SESSIONS IN PROJECT COMPONENTS
DEMONSTRATION-CONTINUATION SITE/REPLICATION SITES (FY 1979)

DATE	DURATION	PERSONS INVOLVED	# OF PERSONS INVOLVED	COMPONENTS TAUGHT	LOCATION	TRAINER
8/-12-16	5 da	Staff-Millard Developmental Center	10	Data Monitoring	Omaha, NE	Dr. Kathryn Lund
10/3-6	3 da	Staff-Millard Developmental Center	10	Curriculum	Omaha, NE	Dr. Candace Bos
11/5-9	5 da	Texas Staff	2	Total Process	PFC-Tucson	JoAnn Penak & PFC Staff
11/12-16	4 da	Texas Staff	2	Total Process	PFC-Tucson	JoAnn Penak & PFC Staff
11/16	1 da	Texas Administrators	3	Overview	PFC-Tucson	Dr. Jeanne McCarthy Dr. Kathryn Lund
11/27-30	4 da	Omaha Staff	2	Total Process	PFC-Tucson	JoAnn Penak & PFC Staff
12/10-14	5 da	Omaha Staff	8	Needs Assessment	Omaha, NE	JoAnn Penak
1/14-25	9 da	Omaha	15 50	Awareness Data Monitoring Benefits of Data All Components	Omaha, NE	JoAnn Penak Laura Schnaps
2/11	1 da	Ft. Worth, TX	50	Awareness	Ft. Worth, TX	Dr. Jeanne McCarthy

SUMMARY OF TRAINING SESSIONS IN PROJECT COMPONENTS
DEMONSTRATION-CONTINUATION SITE/REPLICATION SITES (FY 1979)

DATE	DURATION	PERSONS INVOLVED	# OF PERSONS INVOLVED	COMPONENTS TAUGHT	LOCATION	TRAINER
2/11-15	5 da	Staff Crowley, TX	3	Awareness	Texas	JoAnn Penak
2/29	1 da	Staff Ft. Worth, TX	50	ABACUS Total Process	Texas	Dr. Kathryn Lund
4/21	1 da	Staff Ft. Worth, TX	50	Curriculum	Texas	Dr. Candace Bos
6/2-6	6 da	Ft. Worth, TX	7	ABACUS Total Process	Texas	JoAnn Penak Joanne Newman
6/9-13	5 da	Staff Crowley TX	7	ABACUS Total Process	Texas	JoAnn Penak Freddie Godfrey

3. Evaluation of the Project First Chance Interactive Outreach Project

Since the two principal objectives of the Project First Chance Outreach Project are quite different, two approaches to evaluation were planned. The first objective addressed the diffusion question: Can the supportive systems proposed result in the successful implementation of the Project First Chance Model in the distal sites which have expressed interest in such replication?

The second objective raised a development question: Can the Project First Chance Interactive Outreach Model be developed and demonstrate its effectiveness in dissemination of the components of the Cognitive-Developmental-Behavioral Model developed over the past three years?

The evaluation design was chosen in order to gather information on the specific objectives delineated as most effective in meeting the goals of the Outreach Program. The design was primarily aimed at evaluating the replicability of Project First Chance components, and the process whereby the demonstration site and staff interacted with replication sites, staff, children and parents. In essence, we are evaluating the viability of the "cloning" process.

Major questions addressed in this Interactive Outreach Model evaluation design included those addressing the provision of assistance and the impact of the effort:

1) Which components of Project First Chance were utilized successfully by replication sites?

2) What was the nature and scope of Outreach training provided to replication sites? What were the objectives for each training session? Where they accomplished?

3) How was the training viewed by the participants?

4) Did change occur in the competencies of the replication staff as the result of training provided?

5) What was the impact of the effort on the children receiving new/improved services?

6) What was the impact of the effort on the families receiving new/improved services?

7) What were the demographic characteristics of the site, of the children and families served?

Evaluation procedures are internally consistent with the activities carried out to achieve each objective, specified on the following pages.

The principal emphasis has been placed on continuation of the demonstration site, the number of full and partial replication sites developed, the numbers trained, changes in teaching behavior competencies, and in increasing or improving the quantity of high quality specialized services to young children and their families.

The data specified as the product for each objective has been collected. Because of the anecdotal and/or subjective nature of much of the data, it has not been possible to quantify and collate it. Therefore, the degree of accomplishment, has been rated on a "5" point scale, with a "5" indicating a high degree of accomplishment, and a "1" a low degree, reflecting the detailed data presented in Appendix B.

In each instance where accomplishment cannot be rated high, a specific reason exists. Among these are internal philosophical differences among personnel in the Outreach sites, the decision of the SEA not to apply for a Preschool Incentive Grant last year, lack of need for assistance with budgeting on the part of the Outreach sites, lack of response to request for evaluation data, legislative change in school funding which resulted in severe Special Education cut-backs, etc. The following pages provide details of each objective and the degree of accomplishment.

PROPOSED OBJECTIVES, ACTIVITIES, AND DEGREE OF ACCOMPLISHMENT

Principal Objectives	Subordinate Objectives	Activities	Evaluation/Product	Degree of Accomplishme of Objectives
1. To stimulate the development of systematic educational services to preschool handicapped children and their families.	To continue the Model Demonstration Center in Sunnyside School District as a training and dissemination facility	To assist Sunnyside District in the selection of demonstration staff.	Calendar dates for T.A.	5
		To employ a training staff.	Contracts of Employment	5
	To participate in a major public awareness campaign planned by the SEA as part of the State Implementation Grant activities.	To assist in providing background material or making public service radio spots, news releases, etc.	Copies of programs, Newspaper clippings, pamphlets, etc.	2
	To continue to conduct conferences and workshops in-state and out-of-state focusing on Project First Chance as a viable model for providing services.	To respond to requests for special presentations for varying target audiences, e.g., State (CEC, AACLD, ACLD, local service clubs, etc.).	Conference programs	5
		To assist in presenting an exhibit at the State Education Fair.		1
	To follow-up contacts with specifically targeted agencies interested in implementation of the model.	To continue planning and implementation activities with the Texas Education Agency in Austin, Texas.	Correspondence, log of phone calls.	5

Principal Objectives	Subordinate Objectives	Activities	Evaluation/Product	Degree of Accomplishn of Objectives
		To continue planning with Tucson District I, the largest district in the State of Arizona	Correspondence, log of phone calls, log of meetings.	1
		To continue planning with Sunnyside.		4
	To develop commitment to model implementation	To implement plans to extend the model into the kindergartens in Sunnyside District 12.	Existence of classes	2
		To follow-up on letters of intent received from agencies	Schedule of activities	4
	To complete the linkages to the model demonstration center.	To finalize letters of intent to replicate.	Letters of intent	4
		To assist agencies to commit staff, space, supplies, equipment, etc. to replication site.	Correspondence detailing commitment	5
		To direct planning activities including: a. Needs assessment at LEA site; b. Prioritization of needs;	Prioritizing written needs assessment.	5
		c. Development of time lines, with responsibilities specifically assigned;	Time lines	4
		d. Budgeting and fundin	Budget	4

Principal Objectives	Subordinate Objectives	Activities	Evaluation/Product	Degree of Accomplish of Objectives
		To review final document upon which resource support from Project First Chance will be based.	Technical Assistance document	4
		To provide technical assistance in all phases of implementation of the model:	Technical Assistance document	4
		a. Assist in staff selection;	a. Job descriptions written	4
		b. Assist in setting eligibility criteria for children;	b. Written eligibility criteria	1
		c. Provide training on- and off-site in each component of Project First Chance model, i.e., screening and assessment, the systematic instruction process, curriculum, monitoring of child progress, and parent involvement, etc.	c. Schedule of training sessions.	4
	To assist in program evaluation of replication site.	Get evaluative information on all training activities.	Evaluation questionnaire	3
	To assist in the adaptation of components of the model reflecting local needs.	Review program status, get feedback from replication site.	Written reports	3
		Review modifications of the model dictated by local needs as model is assimilated	Rewritten components	1

Principal Objectives	Subordinate Objectives	Activities	Evaluation/Product	Degree of Accomplishment of Objectives
		Assist in local "spin-offs" and in the training of local trainers and disseminators.	Training schedule.	3
	To continue product development of those products in Appendix C	Revise materials as necessary	Revised Products	3
		Field test materials	Field Reviews	1
	To stimulate SEA involvement	Participate in activities proposed in State Implementation Grant Proposal, i.e., legislative study, Incentive Grant, State Plan, policy formation, development of Standards, Inter Agency Agreements, etc.	Calendar of Activities	4
	To provide training to Graduate Students in Early Childhood (Handicapped) Program.	Provide practicum facilities and internships with Outreach Project.	Specification of Objectives.	5
		Provide short-term, or one-time workshops	Workshop Syllabus.	5
	To provide other consultation assistance	Participate on Early Childhood Task Force at SEA request.	Letter of appointment	5

Principal Objectives	Subordinate Objectives	Activities	Evaluation/Product	Degree of Accomplishm of Objectives
2. To develop the Project First Chance Interactive Outreach Model.	To promote awareness of the need for high quality programs.	Develop newspaper stories, TV and radio presentations, prepare presentations for local and state CEC groups, etc. Establish liaisor between SEA and replication site.		5
	To facilitate the commitment to replicate the model.	Complete arrangements for a written letter of intent.		4
	To develop linkages between the model site and the replication site.	Assist in staff selection, facilities selection, ordering. Invite replication site for additional visits.		4
	To hold a planning conference.	Complete needs assessment: Prioritize needs; Select target activities; Develop a time line; Organize fiscal procedures; Finalize formal agreement.		5
	To provide guidance in all steps of the implementation process	Develop local child find procedures: Establish eligibility criteria; Select children.		3

Principal Objectives	Subordinate Objectives	Activities	Evaluation/Product	Degree of Accomplishme of Objectives
	To provide resource support in model replication.	Organize Fall Training Conference;		5
		Initiate on-site consultations;		5
		Start program for children and parents.		
	To design an efficient evaluation component.	Evaluate training activities and needs:		5
		Monitor child progress;		4
		Develop data display.		
	To assist in necessary modification of components of model.	Review local variations.		3

Evaluation Summary

The data collected indicates that the primary objective of stimulating new improved services to young handicapped children has been accomplished in Texas with a great deal of success. Internal problems with the Nebraska site, and lack of involvement with the SEA have produced less progress there. Most disappointing to the Project Director has been the difficulty in making progress in Arizona. However, three new sites, funded by SEA VI-B discretionary funds have been initiated. In addition, the ABACUS is being used in a variety of agencies in the State, as is the Data Monitoring System. It is the considered opinion of the Director, that the effort in Arizona will need to concentrate on public awareness, spearheading a concerted effort to polarize support for legislative change to permit preschool handicapped children to be served in the public schools.

The Project First Chance Outreach proposal for 1980-81 incorporates activities aimed at increasing public awareness through a series of conferences in the State. In addition, continued development of Outreach sites in Arizona, Texas and California has been planned, using information from the summative evaluation to sharpen the focus of the efforts.

4. Evidence of Effectiveness

a. Child Progress Data: Model Demonstration Site

1. ABACUS Data:

a) Summary of Behaviors Mastered. Table I presents a summary of of pre/post data on the ABACUS for each child in the Model Demonstration Class. The ABACUS is the criterion-referenced assessment instrument developed by Project First Chance, consisting of 209 objectives referenced to the five broad areas of the curriculum: Body Management, Self-Care, Communication, Pre-Academics, and Socialization.

A total of 344 behaviors was gained by the 10 children in the demonstration site. The gains ranged from 11 to 59 behaviors per child, primarily in Self-Care, Communication, and Pre-Academics. The areas had been targeted in the I.E.P.'s of most of the children, and were stressed in the individual and group programs. Details of these children follow.

b) Individual Child Summary. Table II depicts the Entry-Exit Assessment on all areas of the ABACUS for one child, G/1-9, who gained 59 behaviors during the 9 months he was in the program. Individual summaries for all other children are included in Appendix B3. These charts present graphically the data presented for the entire group in Table 1. The percentages of assessment behaviors learned can be read by referring to the percent scale across the bottom. On entry into the program, Child "G" had achieved 36% of the behaviors in Body Management; 19% in Self-Care; 21% in Communication; 5% in Pre-Academics; and 26% in Socialization. His exit percentages ranged from 17% in Pre-Academics to 77% in Body Management. His greatest gains were in Body Management and Self-Care, for a total of 59 behaviors gained.

A visual analysis of each summary reveals the diversity among the children emphasizing the unique needs and progress of each child. It is evident that each child learned what was targeted to be taught and prioritized on each child's individual education plan.

Although the numerical gains are impressive, they tell only a small part of each child's story. A brief description of two children provides evidence that the effects of these gains are large enough to be educationally significant. The descriptions of the other children are in Appendix 3.3.

Child E/7, who gained 11 behaviors, is a six year old, seriously emotionally disturbed child of average intelligence who was placed in a self-contained EH class in January, 1980. He shows no gains on the ABACUS in Body Management, Self-Care, and Communication because of the ceiling effect. He had achieved all objectives in these areas before entering the program. Of the 219 objectives measured, only 26 had not been achieved. Of these he learned 11 in the 5 months in attendance at the Project First Chance class. The major emphasis of his program was placed on reducing interfering behaviors and increasing such socially desirable behaviors as attending, staying in area, not hurting other, etc., which are not sampled on the ABACUS. The primary gains measured reflect the emphasis on pre-math, pre-reading, and pre-writing in his individual programs.

TABLE I

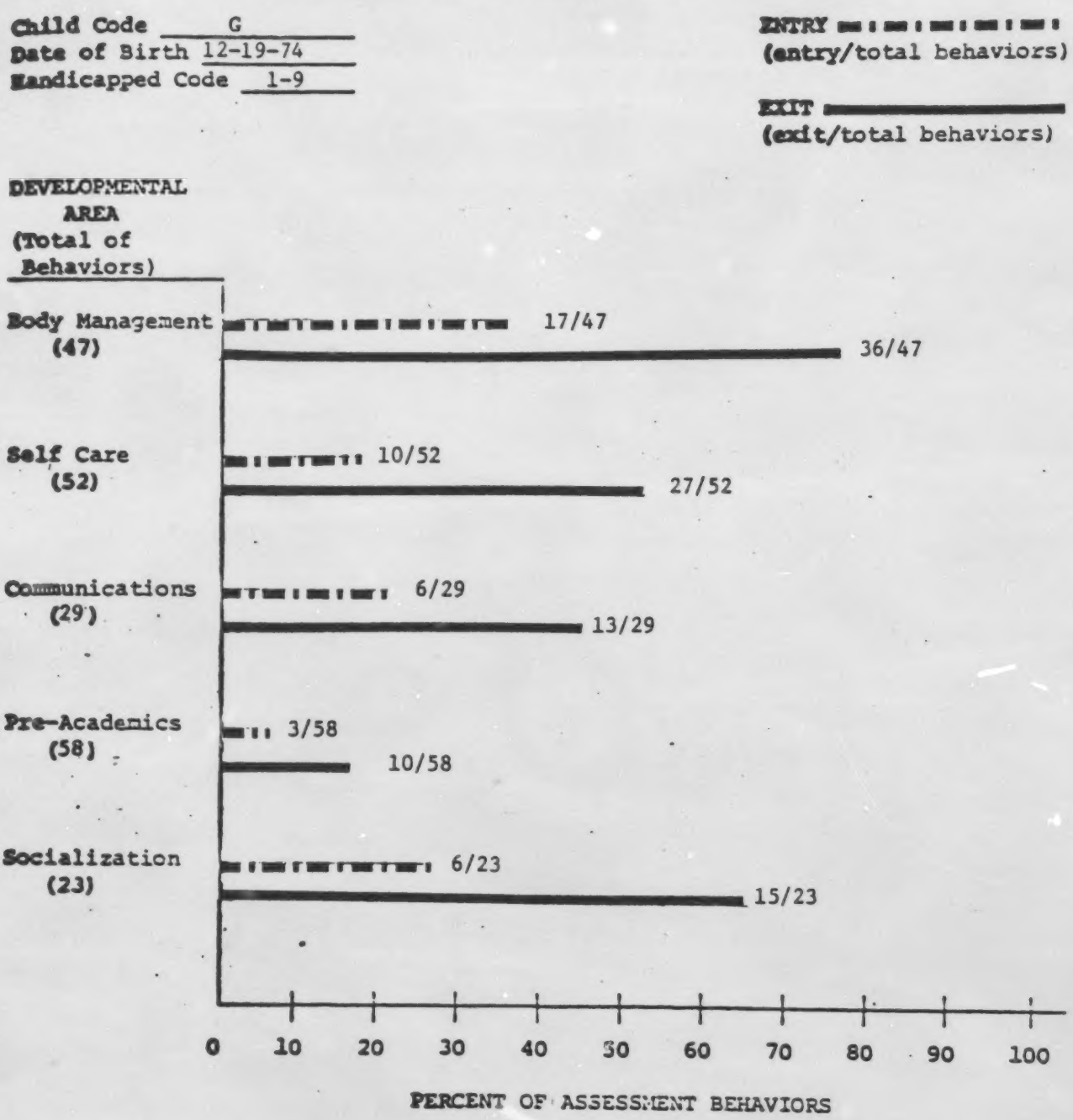
SUMMARY OF ABACUS BEHAVIORS MASTERED BY CHILDREN IN PROJECT

		DEVELOPMENTAL AREAS					
CHILD EDCP CODE	MONTHS IN PPC	BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	TOTAL BEHAVIORS GAINED
A/1-11	9	4	5	7	11	10	+ 37
B/1	9	3	8	7	12	8	+ 38
C/2-10	7	6	8	3	12	2	+ 31
D/1-11	9	1	4	16	11	10	+ 42
E/7	4	0	0	0	9	2	+ 11
F/1	9	4	7	8	15	3	+ 37
G/1-9	9	19	17	7	7	9	+ 59
H/1	9	2	1	7	14	2	+ 26
P/7-11	9	3	9	0	15	1	+ 28
Q/7-1	7	9	2	10	12	2	+ 35
TOTAL BEHAVIORS GAINED		+51	+61	+65	+118	+49	+344

Table II

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY IV

Child Code G
Date of Birth 12-19-74
Handicapped Code 1-9



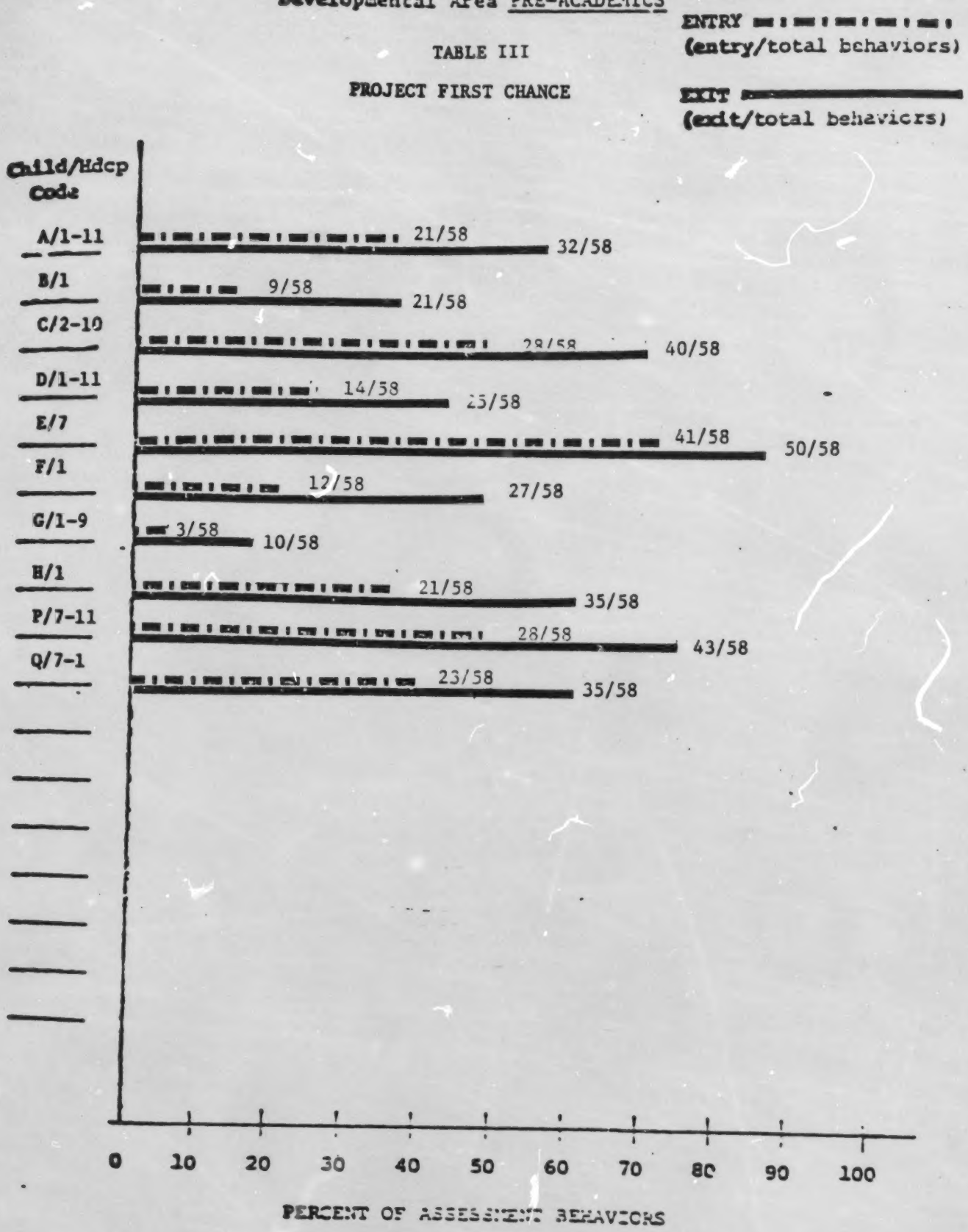
Child G/1-9, who gained 59 behaviors is an arrested hydrocephalic child of Mexican-American parents who was placed as a ward of the court in a home for terminally ill infants when he was 9 days old. He was left in this nonstimulating environment until he was four years old when he was referred to his first program, and placed in a foster home with parents who saw his development as a personal challenge. He has moved very rapidly since admittance to the program at four, with dramatic gains in all areas of individual, group, and home programming.

c) By Developmental Area. This data displayed by Developmental Area is the third in the ABACUS data series. Data on Pre-Academics is presented in Table III, with other developmental areas in Appendix B. This form summarizes pre/post ABACUS progress for all of the children within one given area of development. To the left of the bar graph of each child's progress in Pre-Academics, each child's identification code and handicap code can be found. The key to the handicap code can be found in Appendix B. The broken bar indicates the percent of ABACUS behaviors that the child had upon entry into the program, with percentages displayed across the bottom of the table. The solid line indicates the percent of ABACUS behaviors that the child had upon exiting the program or at the end of the school year. To the right of each progress line, the actual number of behaviors the child had over the total possible number of behaviors is recorded for each developmental area.

Developmental Area PRE-ACADEMICS

TABLE III

PROJECT FIRST CHANCE



Discussion

The variations in the cross-categorical population of 3-6 year olds is evident in a visual analysis of Table III. One child had achieved only 3 of 58 Pre-Academic skills at entry into the program. One child had achieved 43 of 58 skills when he entered the program. The variations in the individual level of functioning is clearly visible in this Table. The significance of growth by individual children is exemplified in child "H/1", who had 21 of 58 behaviors at entry, and had mastered 35 of 58 at exit, and child "P/7-11", who had 28 of 58 behaviors at entry, and 43 at exit. While both of these children were 5 years old, the difference in progress reflects the varying types of handicapping conditions, and levels of functioning. It is important to remember that not all behaviors were targeted to be taught for all children, only those appropriate to the child's age and ability. The younger and/or lower functioning children were not expected to learn to read 5 words in context, for example, or to match or label letters and numerals. Behavior gains ranged from 7 behaviors in child "G/1-9" to 15 behaviors in child "F/1" and in "P/7-11". Three of the FY III children were not included in this display, since only partial data were available due to the transient nature of this population.

The most important conclusion to be drawn from Table III, is that all children increased in the Pre-Academic behaviors sampled on the ABACUS. The value of this data display is in the visual display of entry and exit data. Accountability can be increased immeasurably with the specificity built into the data monitoring process.

2. Individual Programs

Overview. Individual Education Plans are designed for each child based on his/her performance on the ABACUS. Present levels of performance, annual goals and specific objectives in the I.E.P. are drawn directly from the ABACUS, which is keyed to the five developmental areas of the curriculum: Body Management, Self-Help Skills, Communication, Pre-Academics, and Socialization. ABACUS data serves to place the child in one or more specific individual programs in each of these five areas. Each program consists of tasks, steps, and units which are baselined until the child's instructional program is pinpointed. Each unit in a program is counted as a separate possible behavior. Units for branching programs are also counted as separate behaviors. Thus, each task in the curriculum has been analyzed and the specific number of behaviors involved in the task has been determined.

As soon as a task is targeted for a child, all program steps and units in the task are checked as a part of the baseline process. Baseline data is taken at the beginning of the year and prior to the beginning of individual instruction in each program. This baseline procedure extends and updates the assessment process of the ABACUS. The systematic procedures for teaching and collecting data on each new knowledge and skill being taught has resulted in individual progress data collected on a daily basis. Data collected each day serves as the basis for updating of each program. This data is summed weekly and monthly for each child.

a) Summary of Behaviors Mastered. Table IV presents data on all behaviors mastered in Individual Programs by all 10 children in the demonstration site. A total of 435 behaviors were learned, with individual child gains ranging from 20 to 58 new behaviors mastered. Child "E/7" gained 25 behaviors in Pre-Academics in the 4 months he was in the program before he was integrated into the regular kindergarten. Child "C/2-10" gained 58 behaviors, largely in Pre-Academics in the 9 months she was in the program. Self-Care is not taught in Individual Programs, since it is largely emphasized in Home Programs. Socialization is included in Group Programs. Thus, it is apparent that the major thrust of Individual Programs is in the areas of Communication and Pre-Academics, with gains of 132 and 231 behaviors respectively. From this data, information on the impact of direct teaching can be documented.

b) Summary of Individual Programs. Individual Program data is the most critical component of this progress documentation. Programs to reflect each child's involvement in Project First Chance have been selected and are presented in Table V.

The first column of this form indicates the individual child's identification and handicap code as well as his/her entry date into the program.

The second column, labeled Program Code, indicates the three programs selected for each child coded by developmental area and program number.

TABLE IV

BEHAVIORS MASTERED IN INDIVIDUAL PROGRAMS

BY CHILDREN IN PROJECT

FY-IV

		DEVELOPMENTAL AREAS					
CHILD EDCP CODE	MONTHS IN PFC	BODY MANAGEMENT	SELF CARE	COMMUNICATION	PRE-ACADEMICS	SOCIALIZATION	TOTAL BEHAVIORS GAINED
A/1-11	9	+21	0	+23	+ 4	0	+48
B/1	8	+ 4	0	+ 6	+10	0	+20
C/2-10	9	0	0	+13	+45	0	+58
D/1-11	9	+11	0	+22	+17	0	+50
E/7	4	0	0	0	+25	0	+25
F/1	9	+13	0	+23	+10	0	+46
G/1-9	9	+ 3	0	+16	+19	0	+38
H/1	9	+ 5	0	+15	+31	0	+51
P/7-11	9	+15	0	0	+42	0	+57
Q/7-1	9	0	0	+14	+28	0	+42
TOTAL BEHAVIORS GAINED		+72	0	+132	+231	0	+435

BM-6, for example, refers to the 6th program in the Body Management area of the curriculum, Colors Within a Shape. PA-8 refers to the 8th program in the Pre-Academics curriculum, Identifies and Labels Numerals. C-22 refers to the 22nd program in the Communications curriculu, Following Directions-two step.

The third column, labeled Baseline #1, is divided into DSE and # of Behaviors. The DSE column depicts the number of teaching Days Since Entry into the program that had passed before the first baseline was taken. The Number of Behaviors column indicates the number of behaviors the child had at the first baseline out of the total number of possible behaviors for that program. Each program has been task analyzed to determine the number of behaviors included. Program BM-6 (Colors Within a Shape) consists of 15 steps or behaviors. PA-8 (Identifies and Labels Numerals) consists of 12 behaviors. By baselining each program in each child's IEP it has been possible to know exactly at what step to start teaching, and also to determine if change has taken place prior to the start of formal instruction.

The fourth column, labeled Baseline #2, is divided into Days Later and # of Behaviors. The Days Later column depicts the number of teaching days that have passed between the first and the second or subsequent baseline. Again, the Number of Behaviors column indicates the number of behaviors the child had after the second or subsequent baseline was taken, out of the total number of possible behaviors for that program.

The fifth column, labeled End of Teaching, is divided into Days Later and # of Behaviors. The Days Later column depicts the number of possible teaching days that passed after the last baseline was taken. The Number of Behaviors column indicates the number of behaviors the child had at the end of training, out of the total possible behaviors for the specific program, usually coded at post-base or the end of the school year maintenance check.

The sixth Column, labeled Units Gained, indicates the number of behaviors a child gained from the last baseline to the end of teaching or instructional period. A plus preceding this figure indicates an increase in behaviors from the last baseline to the end of the teaching period.

The seventh column, labeled Teaching Minutes per Behavior, indicates the number of minutes required to teach each behavior in the program. Occasionally teaching minutes information was not recorded. In such cases, the figure in this column will be followed by an asterisk indicating the figure represents only the number of sessions required to achieve the behavior gains.

Child Code / Entry Date	Prog Code	BASELINE # 1 DSE	BASELINE # 1 # of Beh.	BASELINE # 2 Days later	BASELINE # 2 # of Beh.	END OF TEACHING Days later	END OF TEACHING # of Beh.	Units Gained +	Teaching Min. per Behavior	MAINTENANCE (check/program sequence or) Ongoing Program Days later	MAINTENANCE # of Be
2-11	BM 75II	118	5 of 11	1	5 of 11	26	11 of 11	+6	10.3	23	11 of
9-79	BM 117I	146	2 of 17	1	2 of 17	18	17 of 17	+15	4.33	3	17 of
●	PA 59II	44	0 of 12	1	0 of 12	87	1 of 12	+1	253	dropped	
	PA 65I	124	9 of 12	3	9 of 12	17	12 of 12	+3	11.3	8	12 of
●	C 89I;	40	0 of 6	5	0 of 6	57	6 of 6	+6	27.1	41	6 of
	C 39I;;	103	2 of 6	1	2 of 6	42	6 of 6	+4	33	ongoing	
●	C 39II;	43	0 of 6	11	0 of 6	56	6 of 6	+6	34.6	39	6 of
●	C 39II;;	109	0 of 6	2	0 of 6	58	6 of 6	+4	19.8	complete no M	
	C 185 II	138	0 of 3	3	0 of 3	23	1 of 3	+1	37	ongoing	
1/1 9-79	BM 75II	2	0 of 4	72	0 of 4	131	4 of 4	+4	32.75	Complete NO M	
	PA 25I	24	1 of 5	2	1 of 5	81	5 of 5	+4	46.5	50	5 of
●	PA 26 II	23	1 of 12	2	1 of 12	129	7 of 12	+6	14.56	ongoing	
	C 39I	23	0 of 6	2	0 of 6	129	3 of 6	+3	92	ongoing	
●	C 39II	70	2 of 6	4	2 of 6	80	5 of 6	+3	33	ongoing	
2-10	PA 53II	43	1 of 12	10	0 of 12	63	12 of 12	+12	5.5	40	12 of
	PA 53V	84	3 of 7	4	3 of 7	17	7 of 7	+4	7	43	7 of
	PA 65II	40	0 of 10	66	0 of 10	23	10 of 10	+10	3.9	40	10 of
●	PA 77I	41	0 of 8	61	0 of 8	20	8 of 8	+8	6.37	47.	8 of 8

Summary of Individual Programs TABLE V

Child Code Entry Date	Prog Code	BASELINE #1 DSE	BASELINE #1 # of Beh.	BASELINE #2 Days later	BASELINE #2 # of Beh.	END OF TEACHING Days later	END OF TEACHING # of Beh.	Units Gained +	Teaching Min. per Behavior	MAINTENANCE (check/program sequence or) Ongoing Program Days later	MAINTENANCE # of Beh
	PA 77 II	125	0 of 8	4	0 of 8	40	7 of 8	+7	8.57	ongoing	
•	PA 113 I	104	0 of 8	3	0 of 8	23	4 of 8	+4	13.5	ongoing	
	C 49 II	43	0 of 6	1	0 of 6	17	6 of 6	+6	14.6	49	6 of 6
•	C 49 III	43	0 of 4	1	0 of 4	93	4 of 4	+4	56.5	27	4 of 4
	C 81 VI	61	0 of 3	2	0 of 3	73	3 of 3	+3	66	27	3 of 3
9-11	BH 76										
4-79	III	89	5 of 11	1	0 of 11	38	11 of 11	+11	20.7	41	11 of 11
•	PA 3 I	43	13 of 14	5	13 of 14	38	14 of 14	+1	110	48	14 of 14
	PA 19 I	141	0 of 4	1	2 of 4	15	4 of 4	+2	30	12	4 of 4
•	PA 37 I	96	0 of 9	—	—	35	9 of 9	+9	10.2	complete no M	
	PA 53 I	153	0 of 12	6	0 of 12	10	5 of 12	+5	8	ongoing	
•	C 23 I	26	0 of 5	4	0 of 5	44	5 of 5	+5	25.2	47	5 of 5
	C 33 I	26	1 of 3	3	1 of 3	60	3 of 3	+2	5	complete no M	
•	C 39 I	76	2 of 6	1	2 of 6	82	6 of 6	+4	48	complete no M	
	C 39 II	44	2 of 6	33	2 of 6	91	6 of 6	+4	48.75	complete no M	
•	C 41 II	5	0 of 7	3	0 of 7	68	7 of 7	+7	24.71	48	7 of 7
7	PA										
9-77	65 III	15	3 of 6	4	3 of 6	40	6 of 6	+3	6	complete no M	
•	PA 77 II	15	4 of 8	19	4 of 8	20	8 of 8	+4	3.6½	complete no M	

Prog Code	BASELINE # 1 DSE	BASELINE # 1 # of Beh.	BASELINE # 2 Days later	BASELINE # 2 # of Beh.	END OF TEACHING Days later	END OF TEACHING # of Beh.	Units Gained +	Teaching Min. per Behavior	(check/program sequence or) Ongoing Program Days later	Ongoing Program # of Beh
PA 7 IIIii	55	0 of 8	4	0 of 8	30	2 of 8	+2	30	ongoing	
PA 77 III	34	4 of 12	8	4 of 12	10	12 of 12	+8	3.75	completed NO M	
PA 77 III ii	60	0 of 3	9	0 of 3	19	3 of 3	+3	6.66	Completed No M	
PA 136 I	55	0 of 5	3	0 of 5	27	5 of 5	+5	5.5	Completed No M	
BM 117 I	134	0 of 8	3	0 of 8	15	2 of 8	+2	21.5	ongoing	
BM 75 III	42	0 of 11	1	0 of 11	106	11 of 11	+11	37.1	21	11 of 11
PA 25 II	87	1 of 9	2	1 of 9	11	9 of 9	+8	2.63	40	9 of 9
C 39 Ii	34	0 of 7	5	0 of 7	72	7 of 7	+7	33.4	43	7 of 7
C 39 Iii	115	2 of 6	9	2 of 6	45	6 of 6	+4	25.75	1	.6 of 6
C 39 II	91	0 of 6	1	0 of 6	57	5 of 6	+5	24.8	ongoing	
C 49 II	14	3 of 7	15	0 of 7	56	7 of 7	+7	26.4	45	7 of 7
1-9 BM 67 II	15	0 of 6	26	3 of 6	90	6 of 6	+3	30.56	completed no M	
PA 3 I	44	0 of 14	1	0 of 14	53	14 of 14	+14	11.14	41	14 of 14
PA 25 I	34	1 of 5	9	0 of 5	56	5 of 5	+5	38.25	41	5 of 5
C 23 I	15	3 of 5	11	0 of 5	57	5 of 5	+2	37.8	48	5 of 5
C 33 I	15	0 of 3	11	0 of 3	99	2 of 3	+2	76	ongoing	
C 39 I	147	0 of 6	5	0 of 6	11	0 of 6	0	32	ongoing	
C 41 A	122	0 of 8	1	0 of 8	41	5 of 8	+5	27	ongoing	

mmary of

Prog Code	BASELINE # 1 DSE	BASELINE # 1 # of Beh.	BASELINE # 2 Days later	BASELINE # 2 # of Beh.	END OF TEACHING Days later	END OF TEACHING # of Beh.	Units Gained +	Teaching Min. per Behavior	MAINTENANCE (check/program sequence or) Ongoing Program Days later	MAINTENANCE # of Beh
C 49 II	85	0 of 7	1	0 of 7	58	7 of 7	+7	30.5	23	7 of 7
BM 117 III	55	0 of 12	1	0 of 12	118	5 of 12	+5	33	ongoing	
PA 57 II	42	0 of 12	8	0 of 12	60	12 of 12	+12	9	1	12 of 12
PA 62 IV	78	0 of 6	1	0 of 6	65	6 of 6	+6	243	17	6 of 6
PA 95 IV	50	0 of 13	1	0 of 13	109	13 of 13	+13	7.46	11	13 of 13
C 49 II	14	0 of 7	16	0 of 7	71	7 of 7	+7	22.6	43	7 of 7
C 49 IV	45	1 of 5	15	1 of 5	107	5 of 5	+4	57	4	5 of 5
C 61-III	16	11 of 15	26	11 of 15	16	15 of 15	+4	10.02	7	15 of 15
BM 117 III	42	0 of 12	3	0 of 12	62	12 of 12	+12	7.5	40	12 of 12
BM 125 I	111	0 of 16	8	0 of 16	27	3 of 16	+3	11.3	ongoing	
PA 53 II	42	0 of 12	8	0 of 12	64	12 of 12	+12	6.31	44	12 of 12
PA 53 III	118	0 of 12	1	0 of 12	26	9 of 12	+9	3.33	ongoing	
PA 63 II	45	12 of 12	1	6 of 12	16	12 of 12	+6	.60	42	12 of 12
PA 77 I	45	0 of 8	46	0 of 8	52	8 of 8	+8	1.75	complete no M	
PA 113 I	45	0 of 8	18	5 of 8	82	7 of 8	+7	22.71	ongoing	
PA 39 II	45	0 of 9	77	0 of 9	40	9 of 9	+9	14.2	ongoing	
PA 53 II	32	0 of 12	2	0 of 12	79	12 of 12	+12	12.3	49	12 of 12
53 I	21	0 of 7	60	0 of 7	51	7 of 7	+7	14.57	51	7 of 7

Child Code Entry Date	Prog Code	BASELINE # 1 DSE	BASELINE # 1 # of Beh.	BASELINE # 2 Days later	BASELINE # 2 # of Beh.	END OF TEACHING Days later	END OF TEACHING # of Beh.	Units Gained +	Teaching Min. per Behavior	MAINTENANCE (check/program sequence or) Ongoing Program Days later	MAINTENANCE # of Be
n-1	AA										
5/19	95I	43	5of12	11	5of12	16	5of12	0		ongoing	
	C 95Ii	45	0of6	13	3of6	67	6of6	+3	60.3	48	6of6
	C 95 Iii	124	2of6	9	2of6	38	5of6	+3	25.6	ongoing	
	C 95IIi	43	2of6	13	2of6	74	6of6	+4	42.5	43	6of6
	C 95IIii	131	2of6	11	2of6	29	6of6	+4	14.75	ongoing	

The eighth and last column, labeled Maintenance, is divided into Days Later and # of Behaviors. The Days Later column depicts the number of possible teaching days that have passed since the end of teaching to the recording of the last maintenance check. The Number of Behaviors column indicates the number of behaviors the child had at the time the last maintenance check was taken out of the total possible behaviors for the specific program. This column is especially important since it indicates the strength with which various behaviors are learned and one learned, maintained consistently over time.

It can be seen from Table V that there was great variability among the children in terms of program needs, with few children being placed in the same programs at the same time. The need for individualized programming is clear, with both achievement before entry into the program (ABACUS), and progress in each task varying widely from child to child. It can also be seen that some children had achieved some skills in each task at baseline, and others had none of the necessary behaviors. By pinpointing each child's repertoire of skills it was possible to avoid teaching a behavior already achieved by the child, or omitting a prerequisite behavior. The critical need for individualized programming for preschool children highlights the need for a curriculum which can be individualized, rather than a standardized curriculum.

From the data in Baseline 2, # of Behaviors column, progress prior to formal instruction can be determined. Gains can be noted in only 3 of 76 programs sampled, due perhaps to maturation, generalization from other programs being taught or unknown reasons. Child A/1-11 for example, on Program BM 75II, (Formboards and Puzzles-Nonadjacent Puzzles) had 5 of 11 behaviors in the program at entry, 5 of 26 teaching days later had 11 of 11 behaviors. He had mastered 6 new behaviors in an average of 10 minutes per behavior. All 11 behaviors were maintained for 23 days. Ideally 5 or more days should elapse between 1st and 2nd baselines, but the functional nature of the classroom in this case permitted only 1 day to elapse in order to begin instruction. Another example of information gained from baseline data is Child C on Program PA-65 (Reading Basic Words). At first baseline the child had 0 of 10 behaviors in the program. In order to establish a stable baseline, 66 teaching days elapsed before the second baseline was taken, and also indicated 0 of 10 behaviors. Twenty-three days later, all 10 of 10 behaviors were present, for an average of 3.9 minutes teaching time per behavior. The maintenance check done 40 days later indicated that the child maintained all 10 behaviors learned. In the absence of change before instruction, implicit in the stable baseline, change subsequent to instruction must be attributed to the program and not to the mere passage of time.

Such documentation of the value of direct teaching has been difficult to determine, and is one of the most important conclusions to be drawn from Project First Chance data as illustrated in Table V A.

The Units Gained data indicate that gains were made on 74 of the 76 programs selected for display. Children did not gain on two programs displayed. In both cases, programs had just begun and were on-going. The 74 programs in which gains were made covered a wide range of functions, and demonstrate the power of individual programming. There appears to be no pattern of high or low gain among the five areas of the curriculum. Strong gains were evidenced by all children within the limits of the behaviors included in the sample.

From the data on Teaching Minutes per Behavior it can be seen that some behaviors can be taught very quickly to some children, whereas others require much more time. This may reflect the fact that the steps in the programs are not of equal intervals, or it may reflect variations, between developmental areas, and/or the intra/inter-individual differences among children. The most important point to be made is that direct teaching time is high potency time producing significant behavior gains with minimal time invested.

The data on maintenance indicates that the children maintained all behaviors learned, with no loss through the end of the academic year.

Some of the programs were ongoing at the end of the year, since new programs were introduced even at the end of the year. A formal maintenance check was not done on those programs which were automatically maintained by the next program in the sequence. The formal maintenance check is reported on those programs where all direct teaching was completed. Checks were done within a 1 week, 3 weeks, and 6 weeks period. Occasionally, random selection of the programs to be displayed, resulted in programs which were stopped for various reasons, i.e., program curriculum revisions, interfering behaviors, administrative changes, prerequisite behaviors needed, or medical reasons.

In Summary, Table V graphically illustrates the following conclusions:

1. Children vary dramatically in terms of instructional needs, necessitating a curriculum which can be tailored to each child. A standard curriculum without built-in adaptations for individual child needs will not result in optimal gains during the critical period of early childhood.

2. Children progress at individual rates in each developmental area, highlighting the need for an instructional methodology which can be individualized over time.

3. Children learn what they are directly taught. Although most normal children learn indirectly and evidence maturational gains, baseline data on Project First Chance children did not show gains due to the mere passage of time on the skills included in the curriculum. Direct teaching produced dramatic change in behavior which was maintained over time.

4. Children maintain skills mastered through direct teaching and planned maintenance. They do not lose skills learned when attention is directed to new programs, since maintenance is built into subsequent programming. If a child learned to count objects 1-5, he did not forget how to count when a new program was introduced. Maintenance of learning over time is a significant change for children who have been described as "leaky buckets" - learning but forgetting quickly.

3. Child Progress Data

a) Behavior Change Documented in One Child. Table VI presents all behavior changes documented in Child "C", on the ABACUS, in the Individual Programs, and in the Group Programs. This composite indicates that on the ABACUS, Child "C" gained a total of 31 behaviors, with 6 behaviors in Body Management; 8 in Self-Help skills; 3 in Communication; 12 in Pre-Academics, and 2 in Socialization. Since the ABACUS samples only the marker variables, or milestones, on the pre/post basis, the data on Individual Programs is necessary to document change due specifically to the program. The Individual Program data indicates that child "C" was directly taught 58 behaviors with 3 in Communication and 45 in Pre-Academics. These were the priorities set in this child's I.E.P., and emphasized in the Individual Programs. The Group Program data indicates that she was directly taught 16 behaviors in Body Management; 6 in Self-Help skills; 8 in Communication; 6 in Pre-Academics; and 4 in Socialization. The Home Program data indicates that 6 programs were sent home for teaching and generalization. Since the ABACUS elicits only a limited sample of the behaviors included in Group and Individual Programs, the data does not necessarily have a point-to-point correspondence. Individual Programs have been task-analyzed into sequential behaviors to be taught directly. Only the more difficult steps have been included in the ABACUS, which is used to determine placement in the curriculum. In a similar way most of the Home Programs have been taught at school and are sent home for generalization. Thus, we do not sum data from all four sources, but use the data to document change in children.

The educational significance of the program for this young cerebral palsied Hispanic child emerges more clearly when all behaviors learned and taught are considered. Special emphasis has been placed on Body Management because of the loss in motor control, especially in the use of her weaker right hand. Dressing skills are limited due to functional use in only one hand. The gains reported in Table VI, are reflected in improved performance across all areas, with special emphasis on Pre-Academics and fine motor development skills necessary for success in first grade.

b) Child Progress Data: Omaha Outreach Site.

a. ABACUS Data: Summary of Behaviors Mastered.

Table Ic presents a summary of ABACUS behaviors mastered for each child at the Omaha Outreach site. A total of 532 behaviors was gained by the 17 children at the Outreach site; gains ranged from 10 to 53 per child. Most of the gains were made in the areas of Self-Care, Communications, and Pre-Academics.

b. Individual Child Summary.

Table Id presents a summary of pre/post test data on the ABACUS for each child at the Omaha Outreach site. The broken line reprensents pre-test behaviors; solid line represents post-test behaviors. By referring to the percent scale at the base of the Table, it can be seen gains ranged from 6% of the total behaviors sampled for child "T", to 25% for child "W".

TABLE VI

BEHAVIOR CHANGE DOCUMENTED IN ONE CHILD

	Developmental Areas					
	Body Mngmt	Self Care	Commun-ication	Pre-Aca-demics	Socializ-ation	Total Behaviors Gained
ABACUS	6	8	3	12	2	31
Individual Programs	0	0	3	45	0	48
Group Programs	16	6	8	6	4	40

SUMMARY OF ABACUS BEHAVIORS MASTERED
BY CHILDREN IN PROJECT FIRST CHANCE
(OMAHA)

TABLE Ic

CHILD EDCP CODE	MONTHS IN PFC	DEVELOPMENTAL AREAS: BODY MANAGEMENT	SELF CARE	COMMUNICATION	PRE-ACADEMICS	SOCIALIZATION	TOTAL BEHAVIORS GAINED
A		0	4	3	9	0	+ 16
C		0	5	9	7	7	+ 28
Da		1	2	4	21	0	+ 28
Dav		0	7	5	20	8	+ 40
Do		0	1	4	18	0	+ 23
Ge		6	4	6	12	2	+ 30
Gr		1	10	9	16	1	+ 37
Hal		2	3	6	13	0	+ 24
Har		1	7	2	17	0	+ 27
He		10	3	7	1	2	+ 23
I		3	4	6	24	0	+ 37
J		1	8	10	20	0	+ 39
N		6	7	11	8	9	+ 41
R		12	14	11	4	1	+ 42
S		5	3	9	16	1	+ 34
T		2	1	2	5	0	+ 10
W		21	7	8	8	9	+ 53
TOTAL BEHAVIORS GAINED		71	90	112	219	40	+532

c. Tables Ie, If, Ig, Ih, and Ii present a summary of pre/post data on each developmental area of the ABACUS for each child at the Omaha Outreach site. The broken line represents pre-test behaviors; solid line represents post-test behaviors.

Summary:

The child progress data as measured by pre/post ABACUS scores indicates that these replication sites have been able to replicate gains made in the demonstration sites. Variability among these children is evident in the data, as is variability in program emphasis.

4. Parent/Community Contacts: Model Demonstration Site

The nature of the children's needs required frequent contacts between Project First Chance and other community agencies. The log of contacts, included in Appendix B indicates a total of 153 contacts. In addition, a total of 209 parent contacts were made. Details are included in Appendix B.

Assessment Behaviors, II- IV

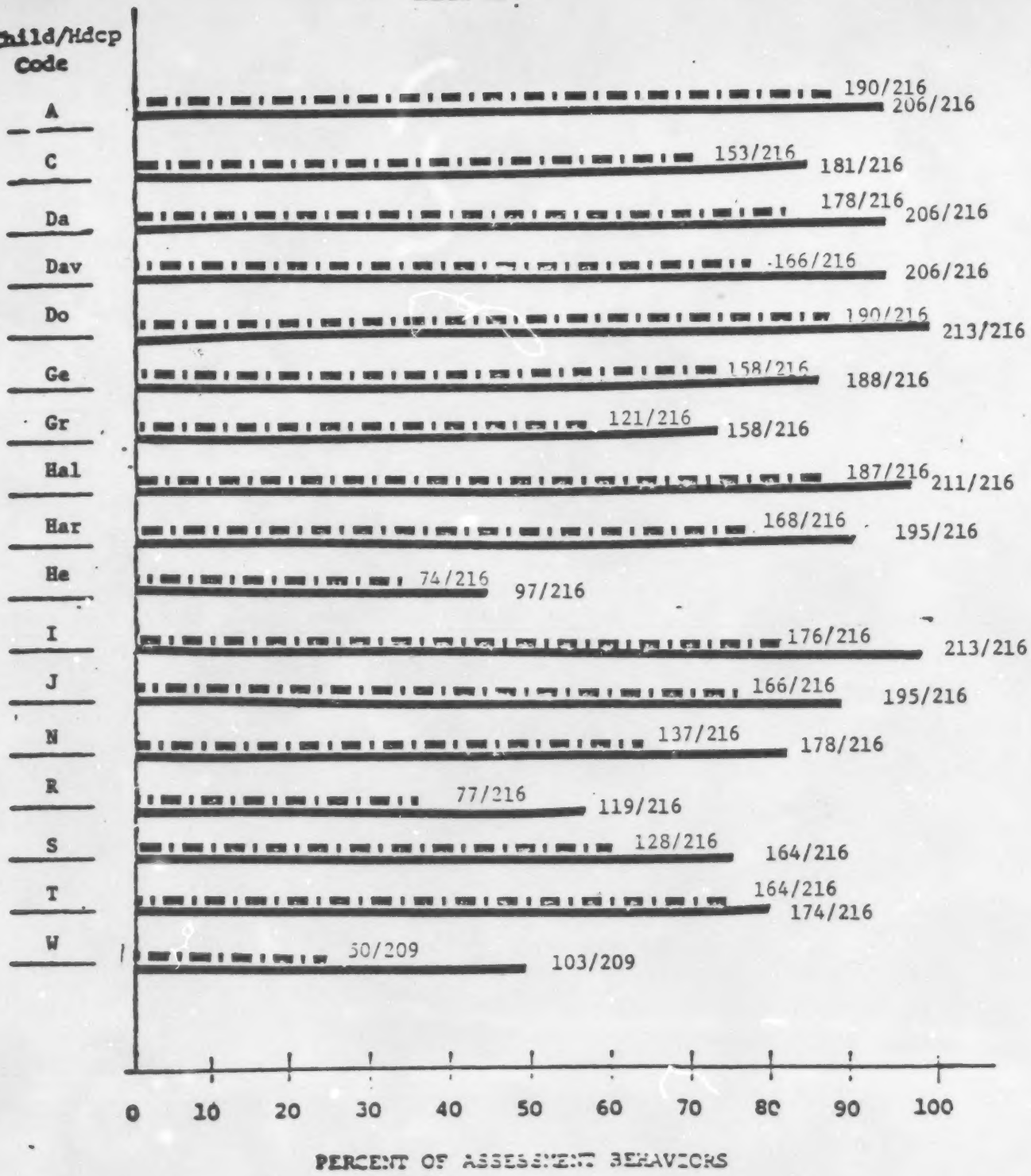
Developmental Area TOTAL BEHAVIORS ABACUS

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

OMAHA

TABLE Id



Assessment Behaviors, Ft- IV

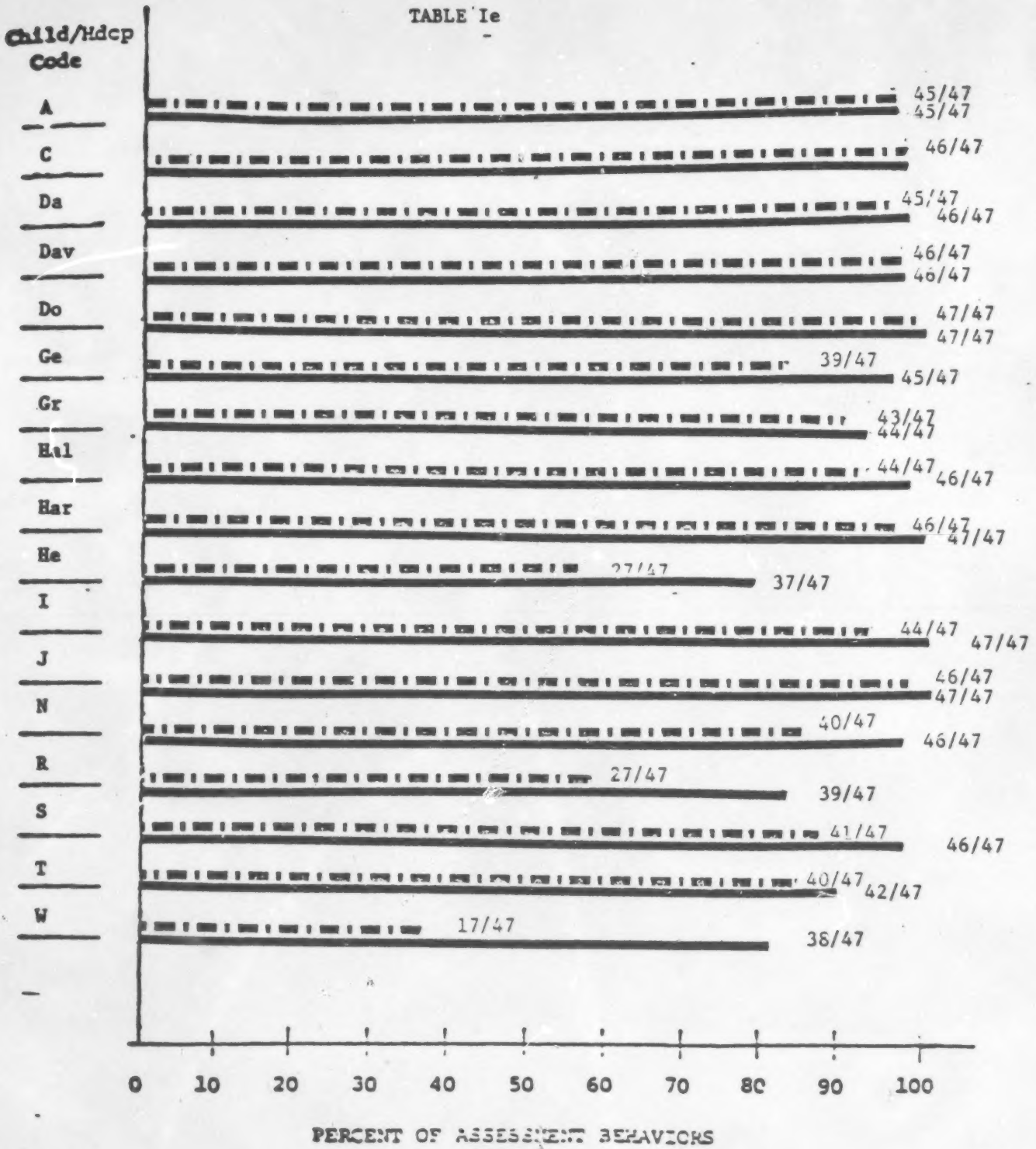
Developmental Area EODY MANAGEMENT

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

OMAHA

TABLE Ie



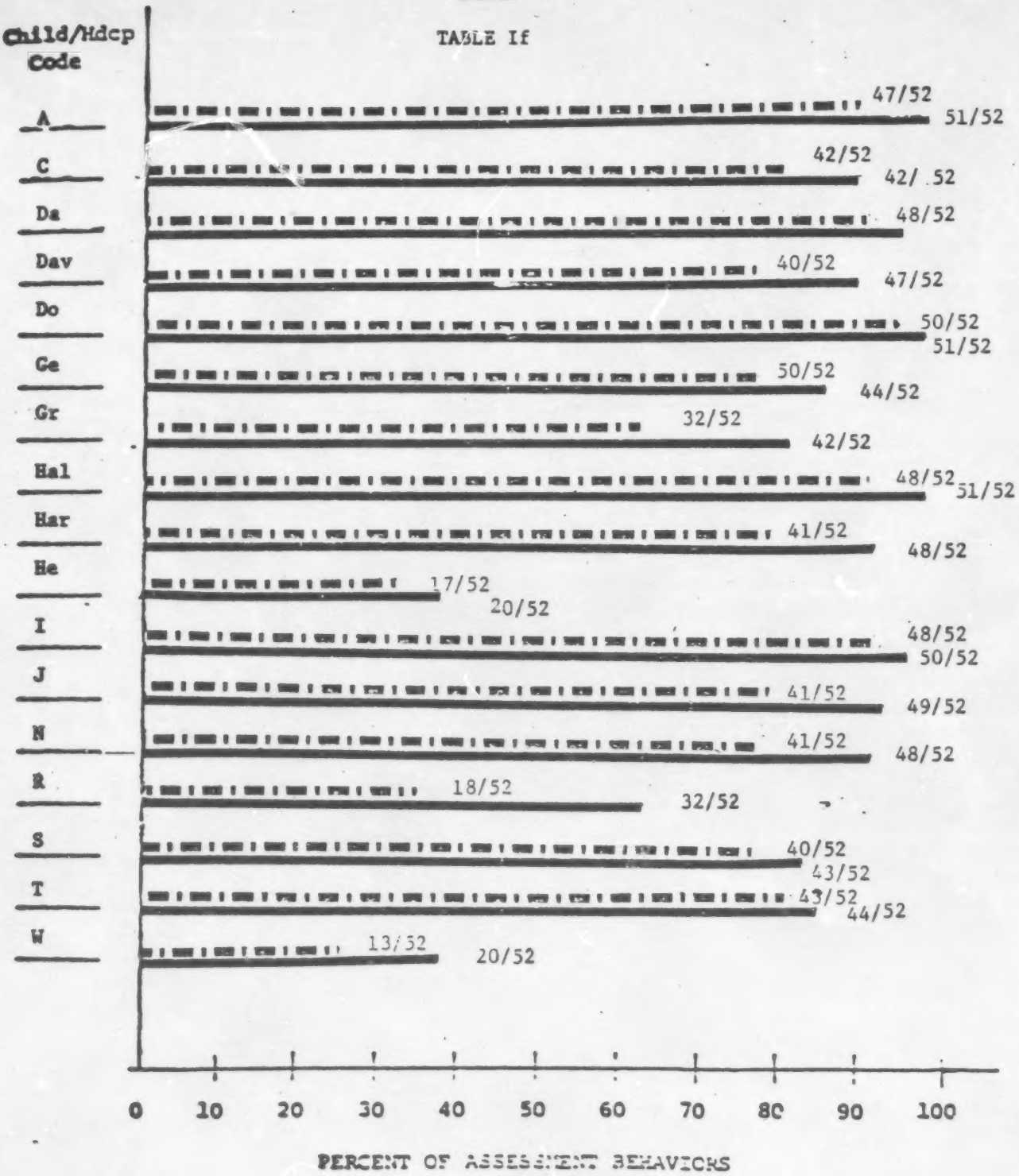
Developmental Area SELF CARE

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

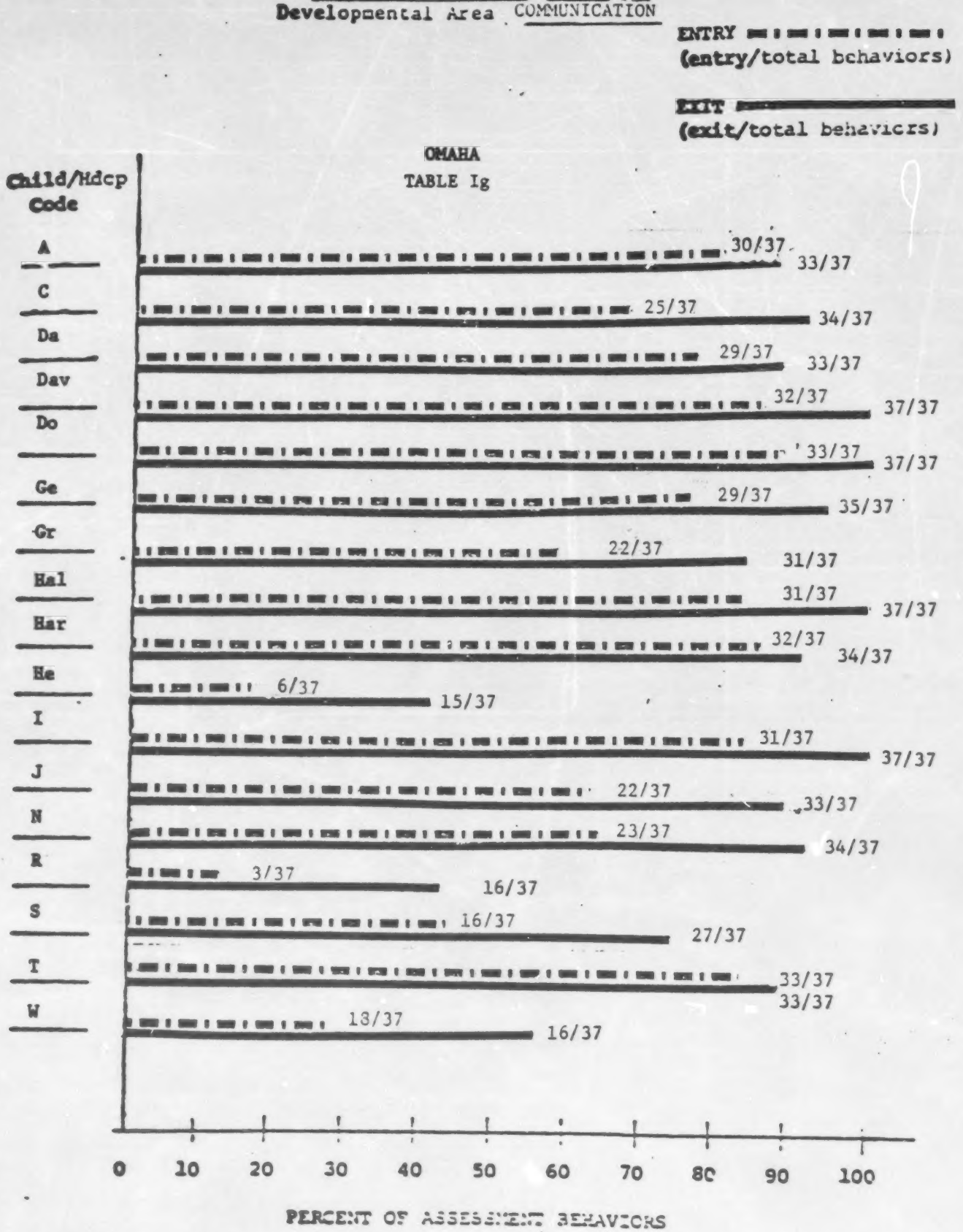
OMAHA

TABLE If



Assessment Behaviors, FY- IV

Developmental Area COMMUNICATION

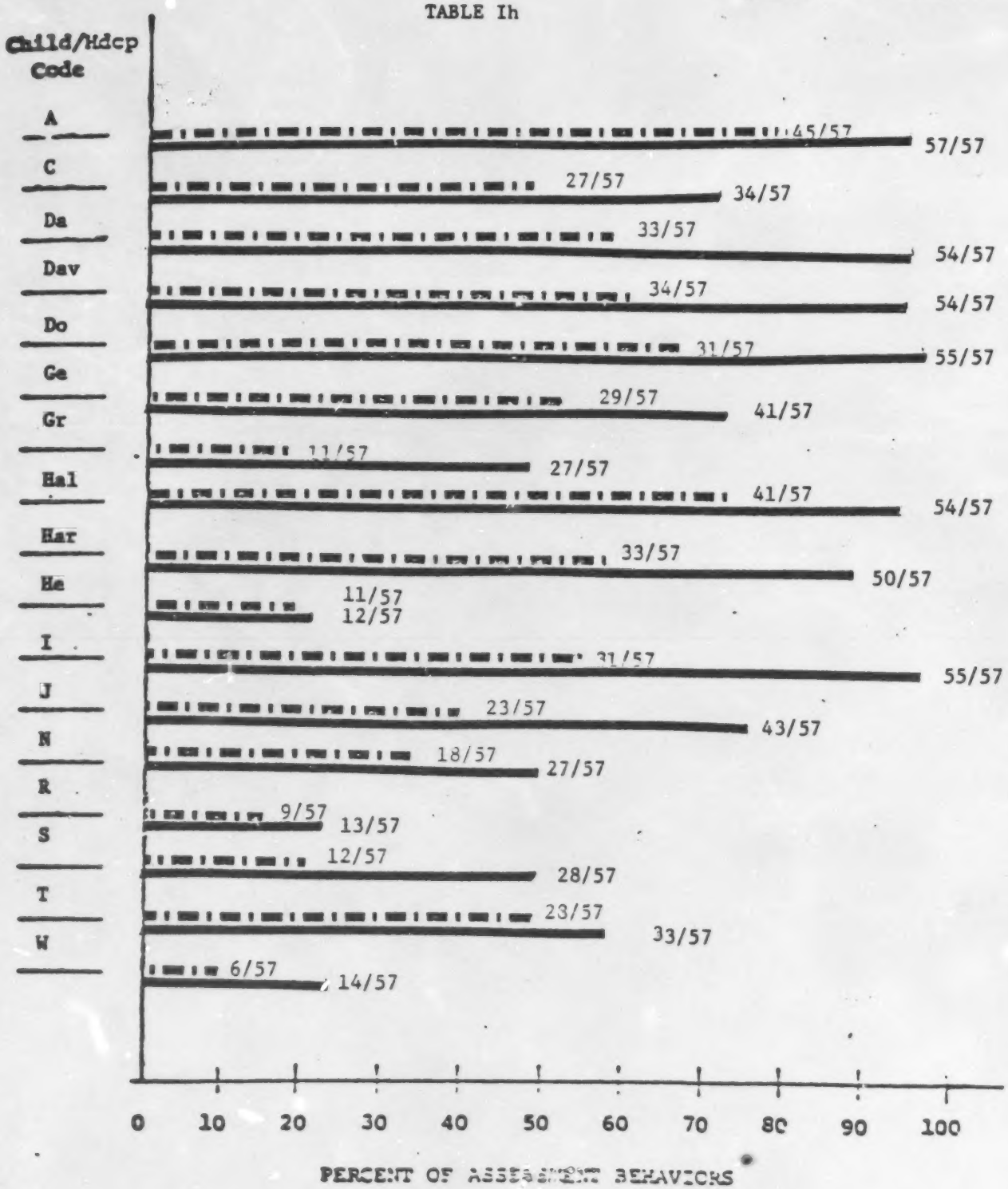


Assessment Behaviors, FY- IV

Developmental Area PRE-ACADEMICS

OMAHA

TABLE Ih



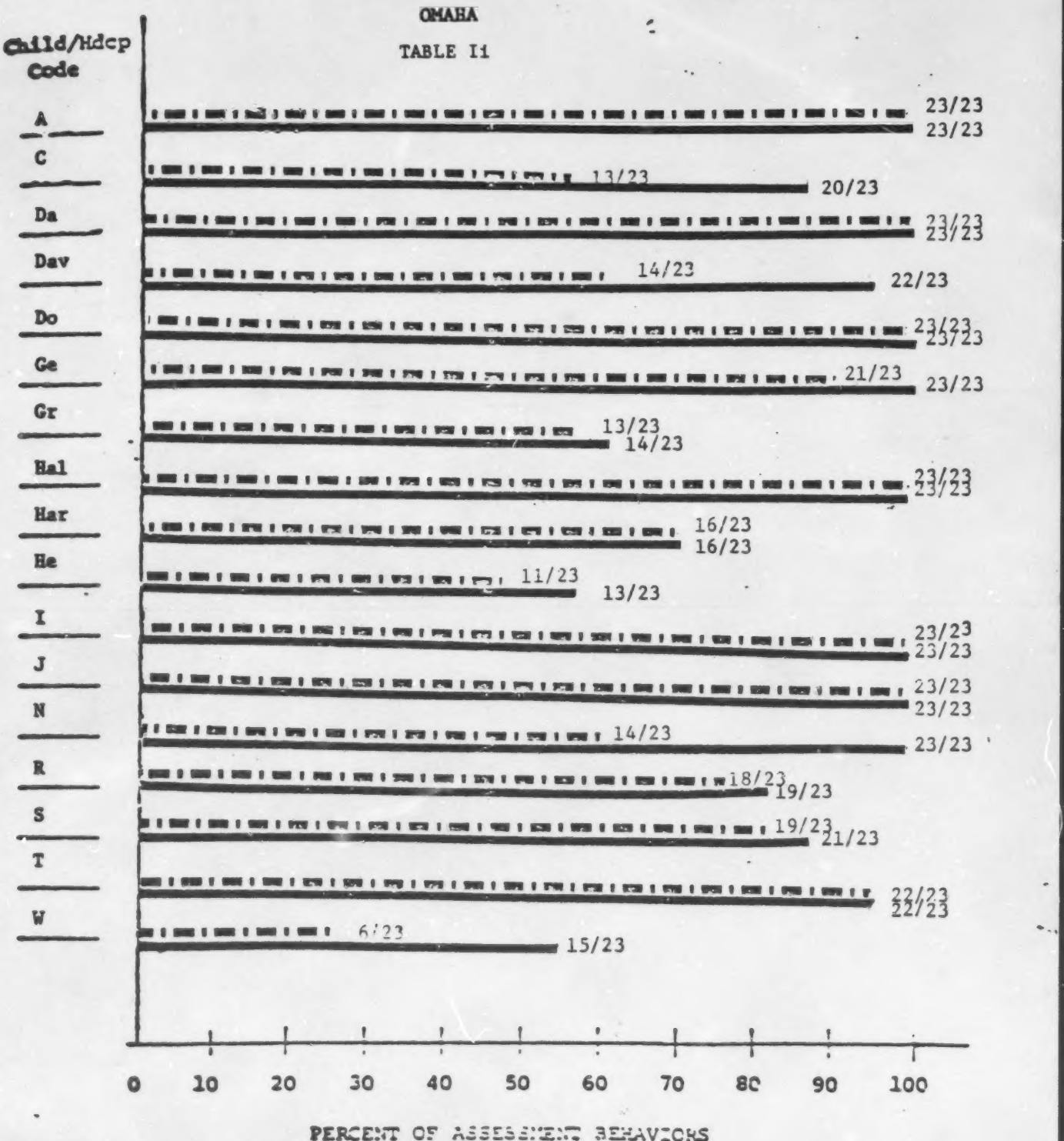
Summary of Percent of Mastered Skills

Assessment Behaviors, Pt. IV

Developmental Area SOCIALIZATION

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)



INDIVIDUAL CHILD SUMMARY

Tables II.1 depict the entry/exit assessment on all areas of the ABACUS for each child at the Omaha Outreach site.

Tables Ic, Id, Ie, If, Ig, Ih, and Ii have been sent to the Omaha replication site to include in their evaluation process.

Table II.1

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY-IV

Child Code A OMAHA
Date of Birth _____
Handicapped Code _____

ENTRY (entry/total behaviors)
EXIT (exit/total behaviors)

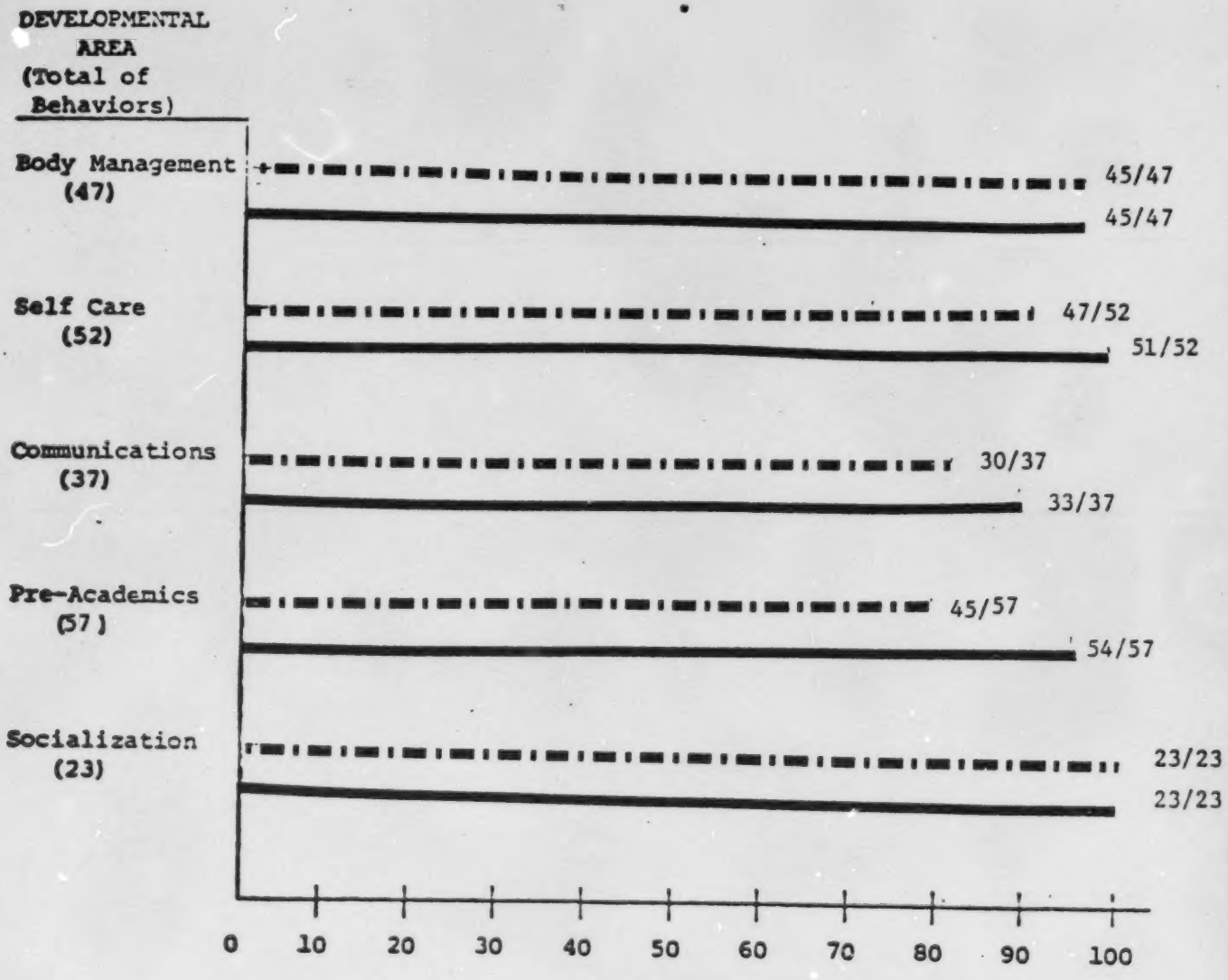


Table II.1

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY- IV

Child Code C
Date of Birth
Handicapped Code

OMAHA

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

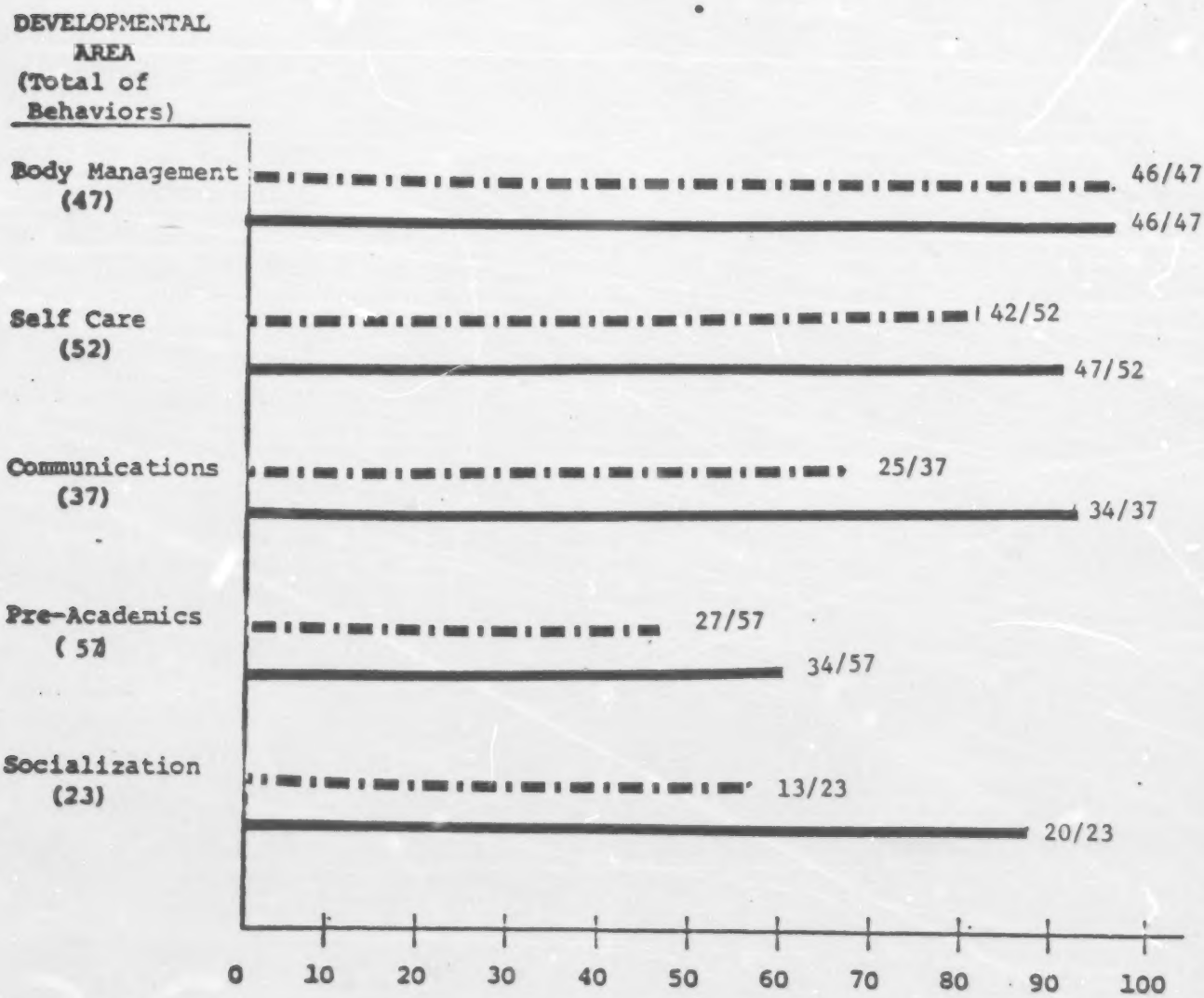


Table II.1

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY- IV

Child Code Do
Date of Birth
Handicapped Code

OMAHA

ENTRY (entry/total behaviors)
EXIT (exit/total behaviors)

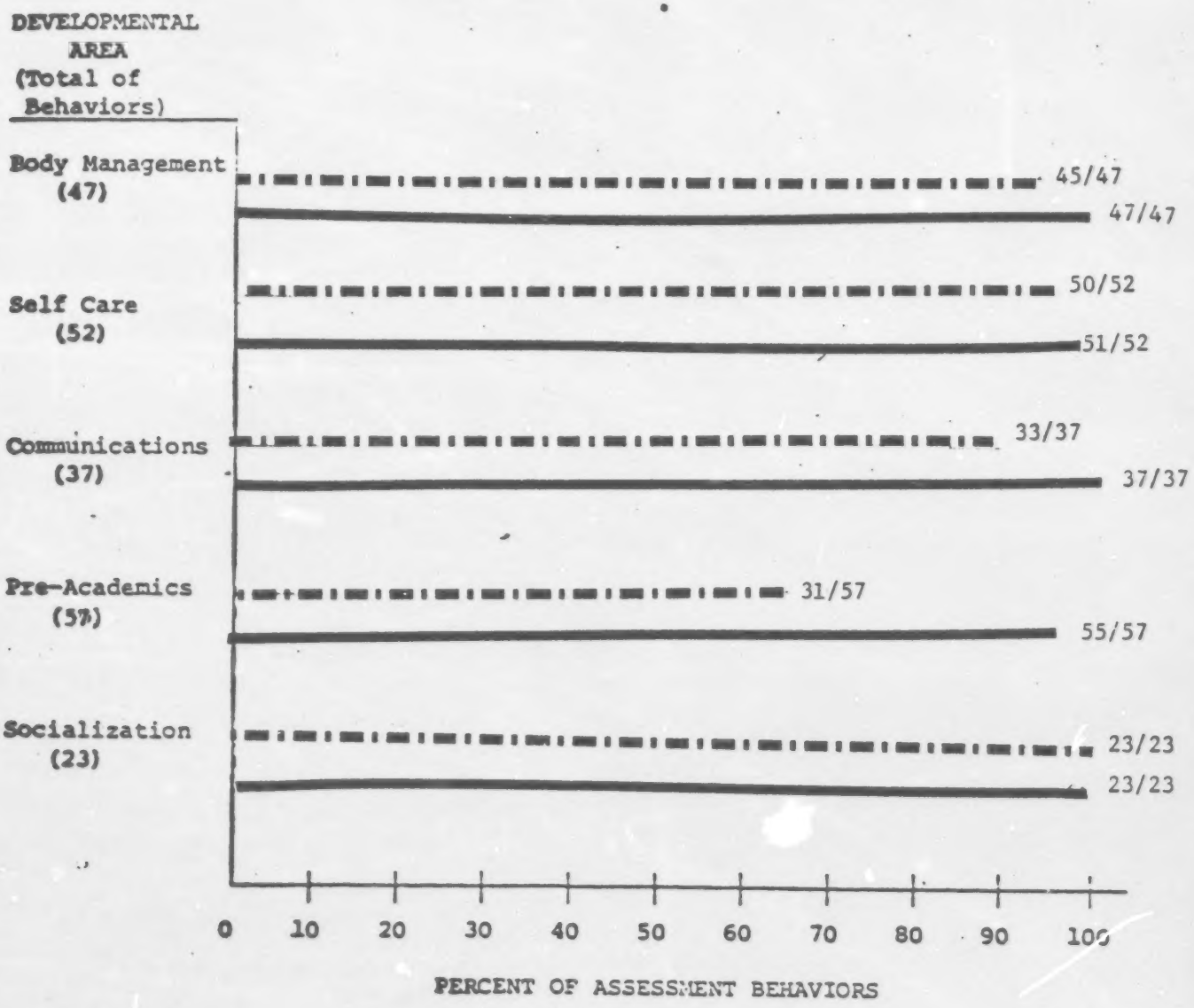


Table II.1

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY-IV

Child Code Da
Date of Birth
Handicapped Code

OMAHA

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

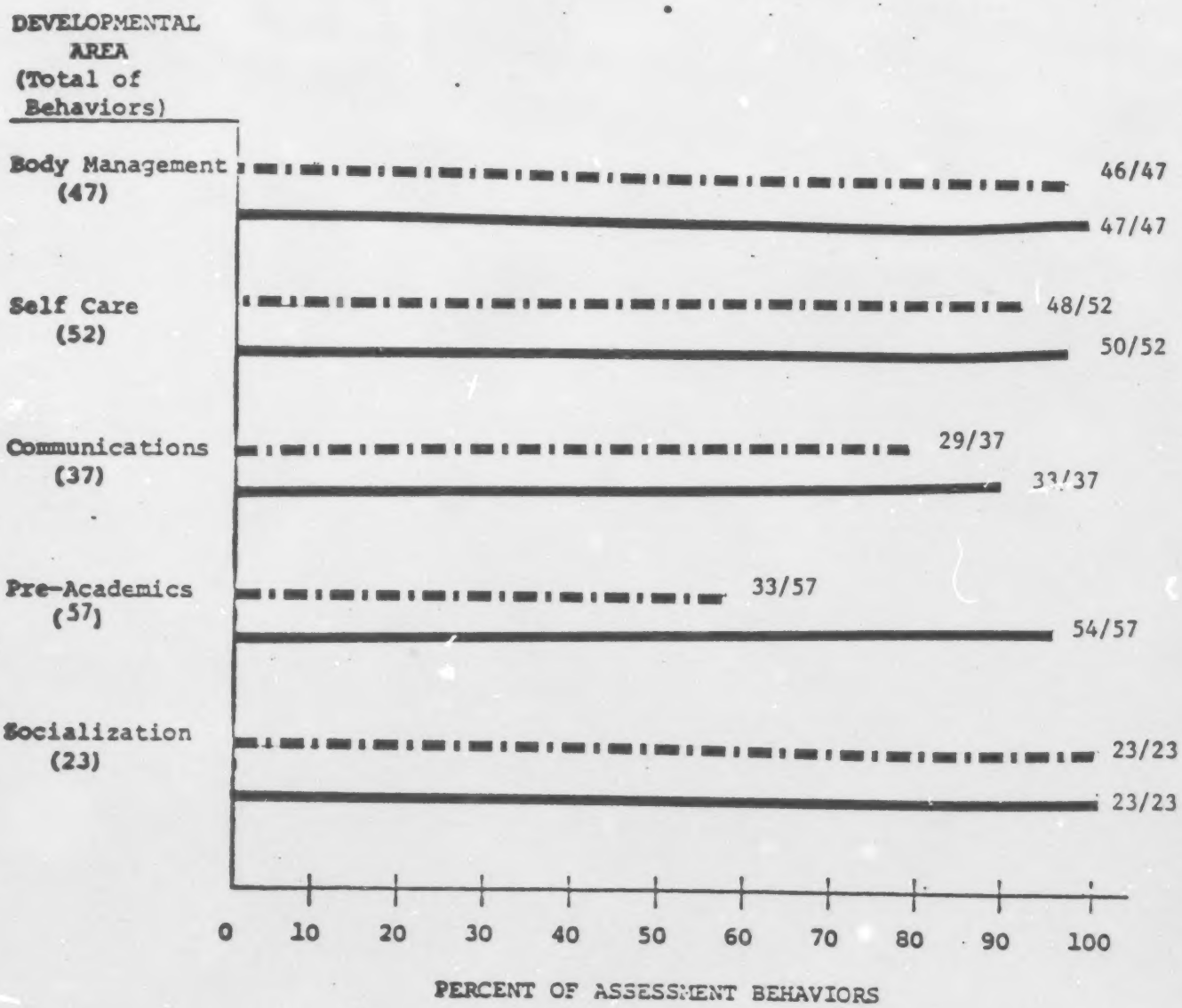


Table II.1

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY-

Child Code Dav
Date of Birth _____
Handicapped Code _____

OMAHA

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

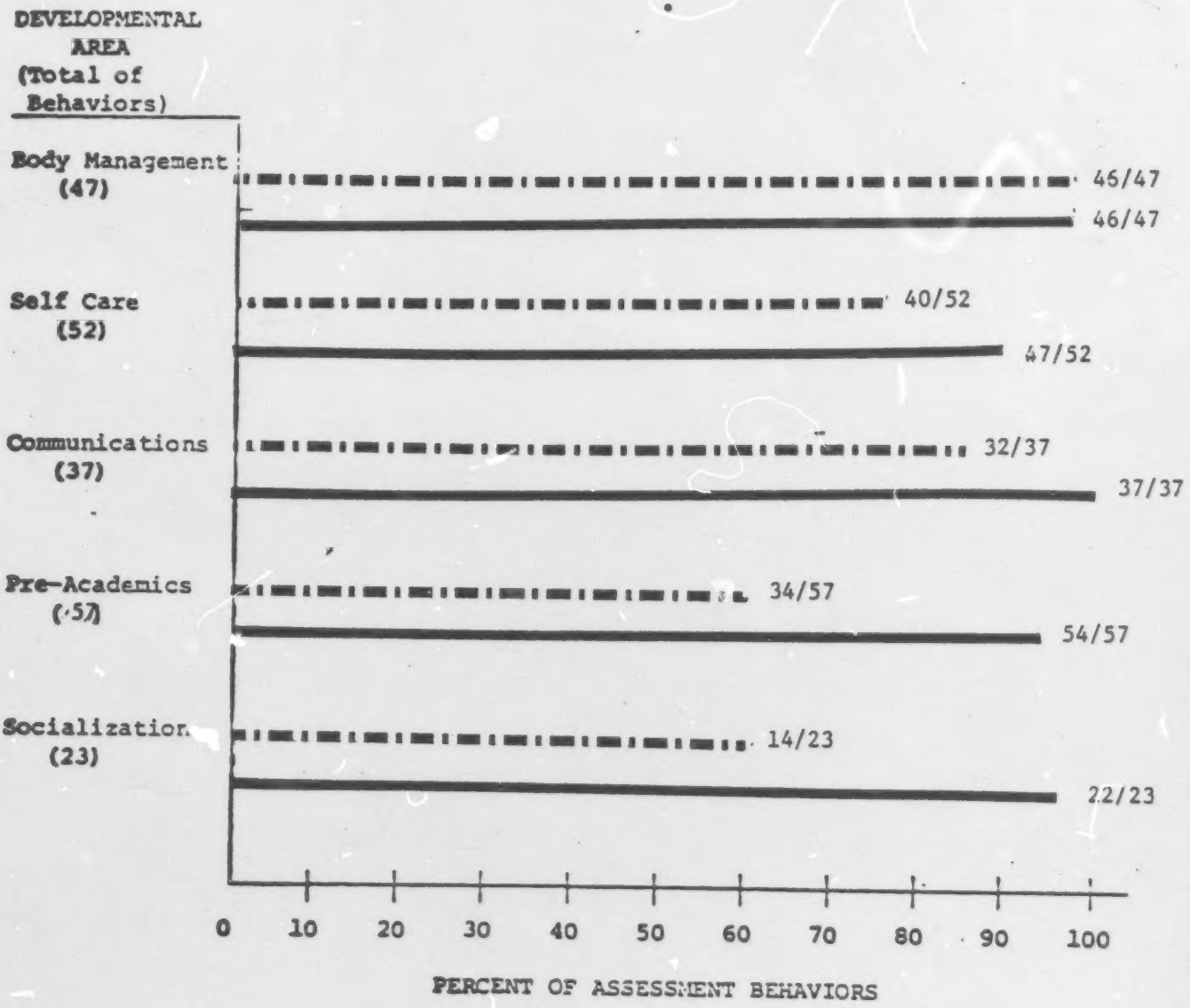


Table II.1

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY- IV

Child Code Ge
Date of Birth
Handicapped Code

OMAHA

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

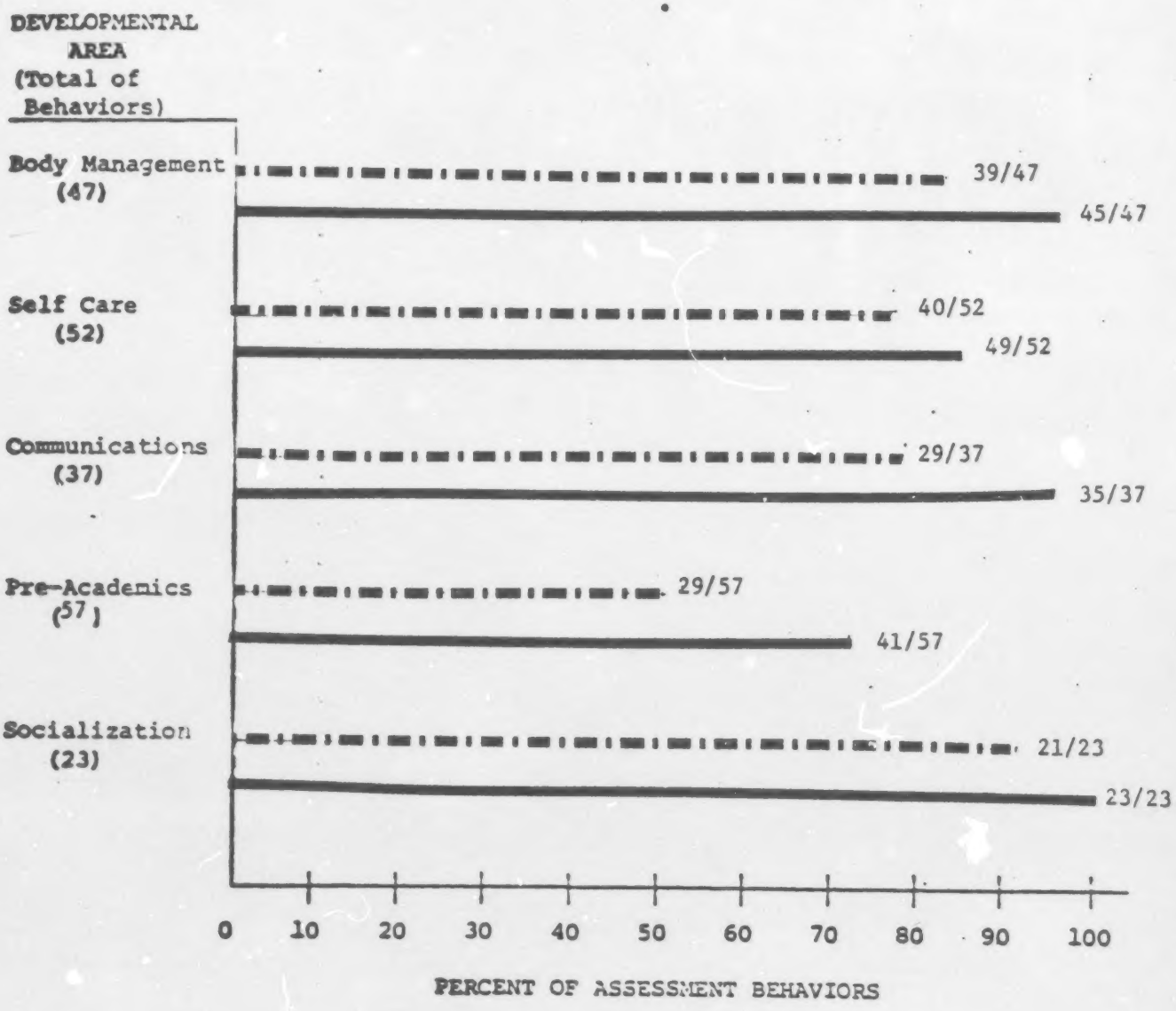


Table II.1

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY- IV

Child Code _____ Gr _____
Date of Birth _____
Handicapped Code _____

OMAHA

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

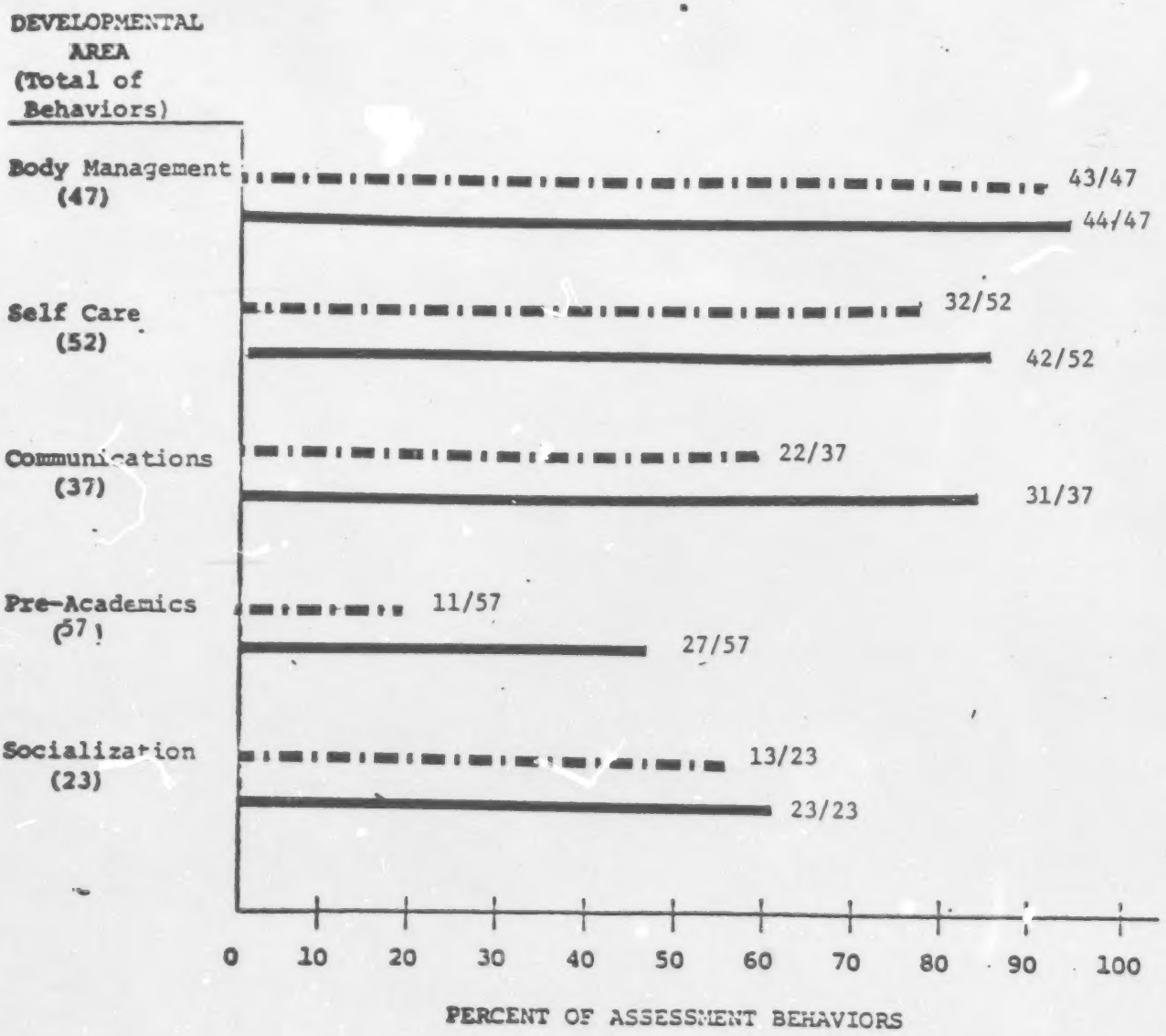


Table II.1

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY- IV

Child Code Hal
Date of Birth
Handicapped Code

OMAHA

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

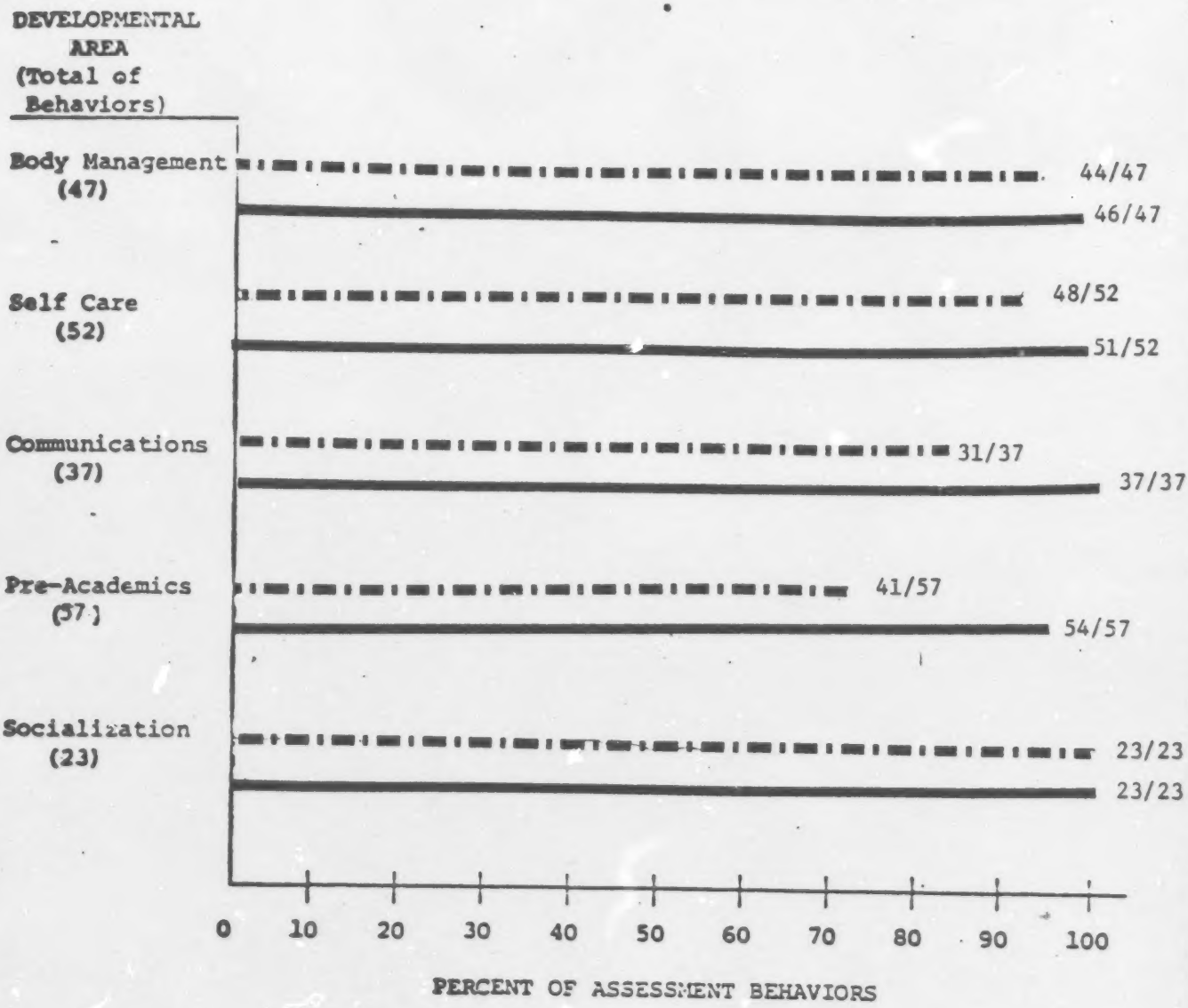


Table II.1

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY- IV.

Child Code Har
Date of Birth
Handicapped Code

OMAHA

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

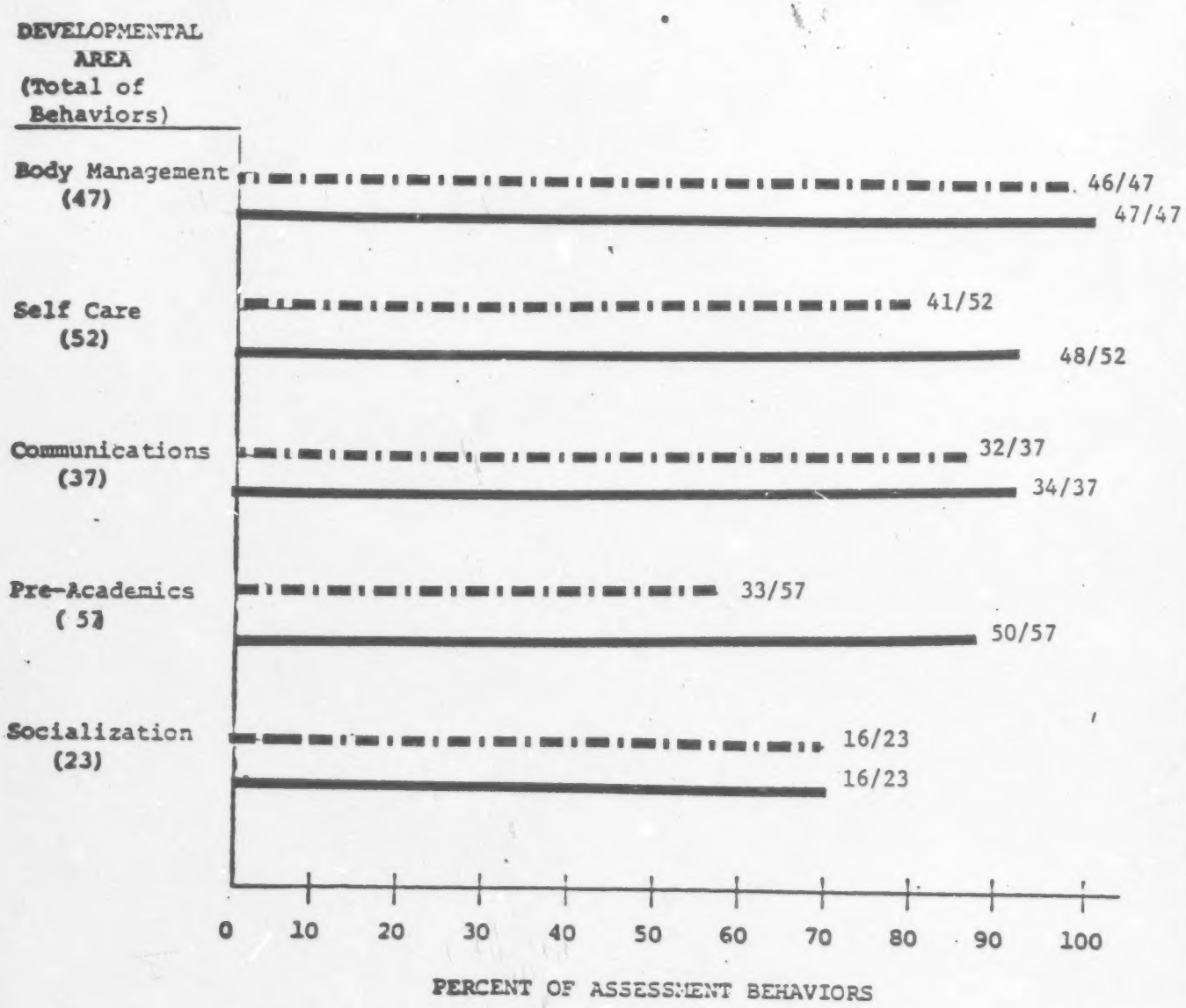


Table II.1

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY-IV

Child Code He
Date of Birth
Handicapped Code

OMAHA

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

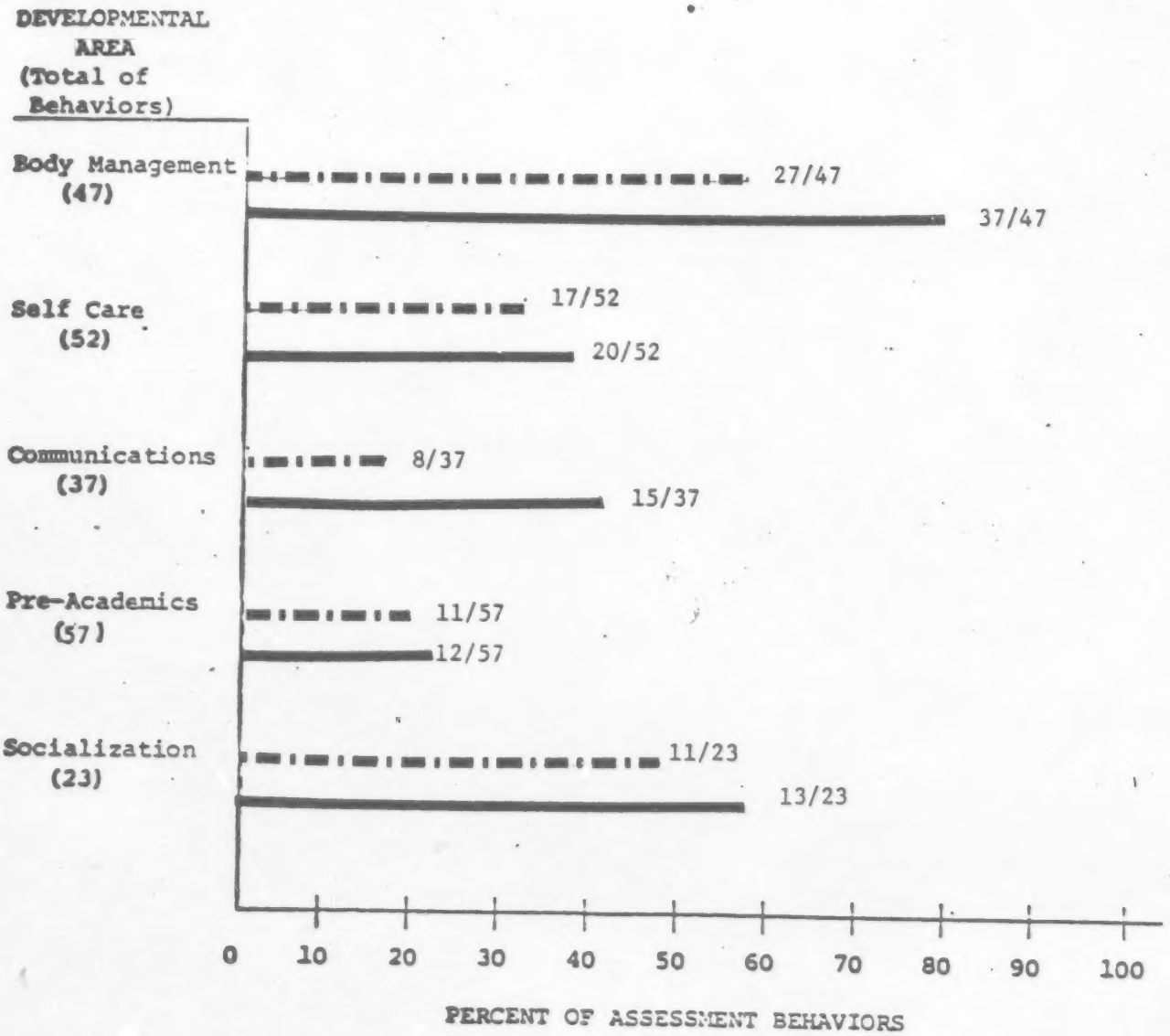


Table II.1

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY- IV

Child Code I
Date of Birth _____
Handicapped Code _____

OMAHA

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

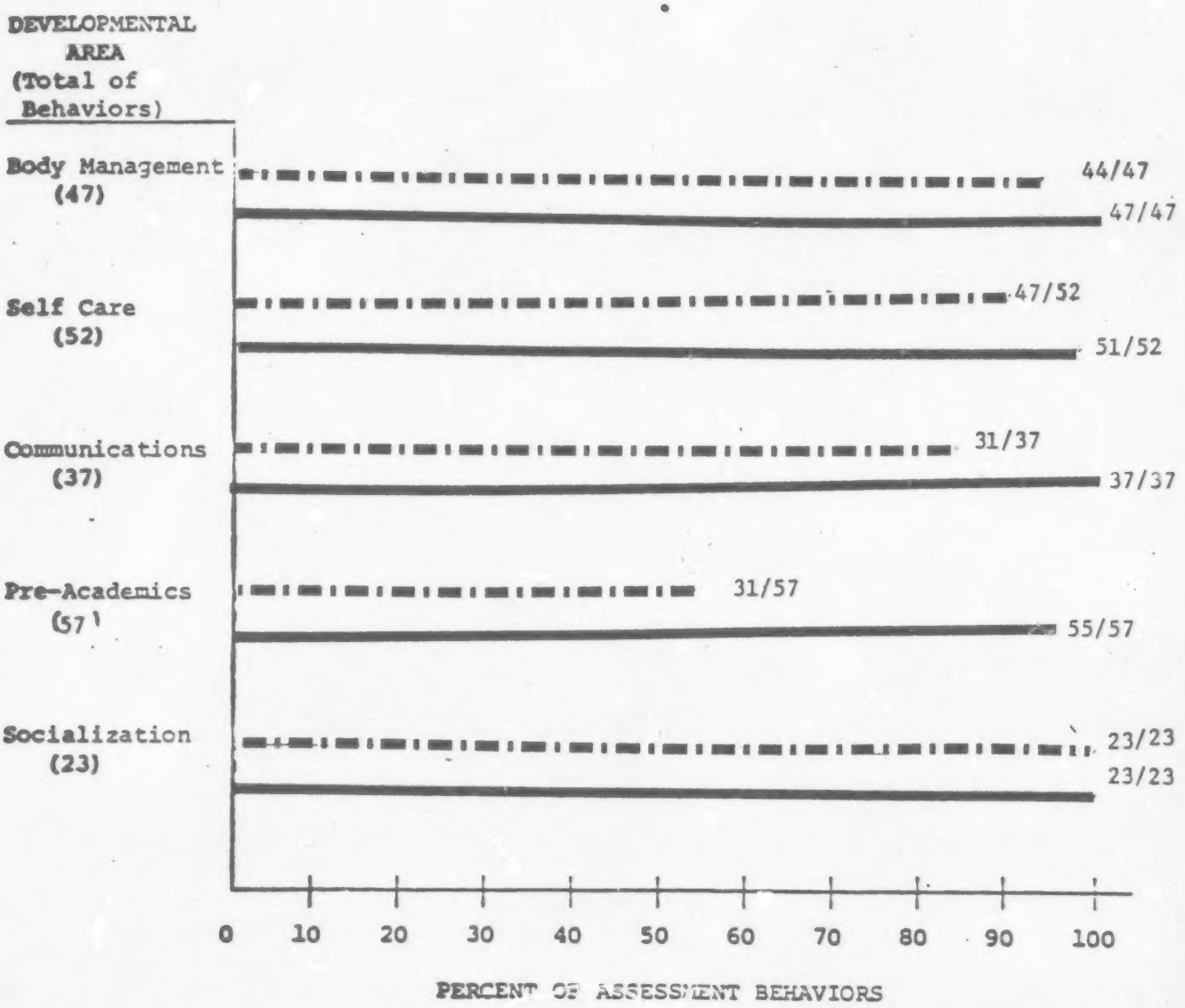


Table II.1

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY-IV

Child Code J
Date of Birth _____
Handicapped Code _____

OMAHA

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

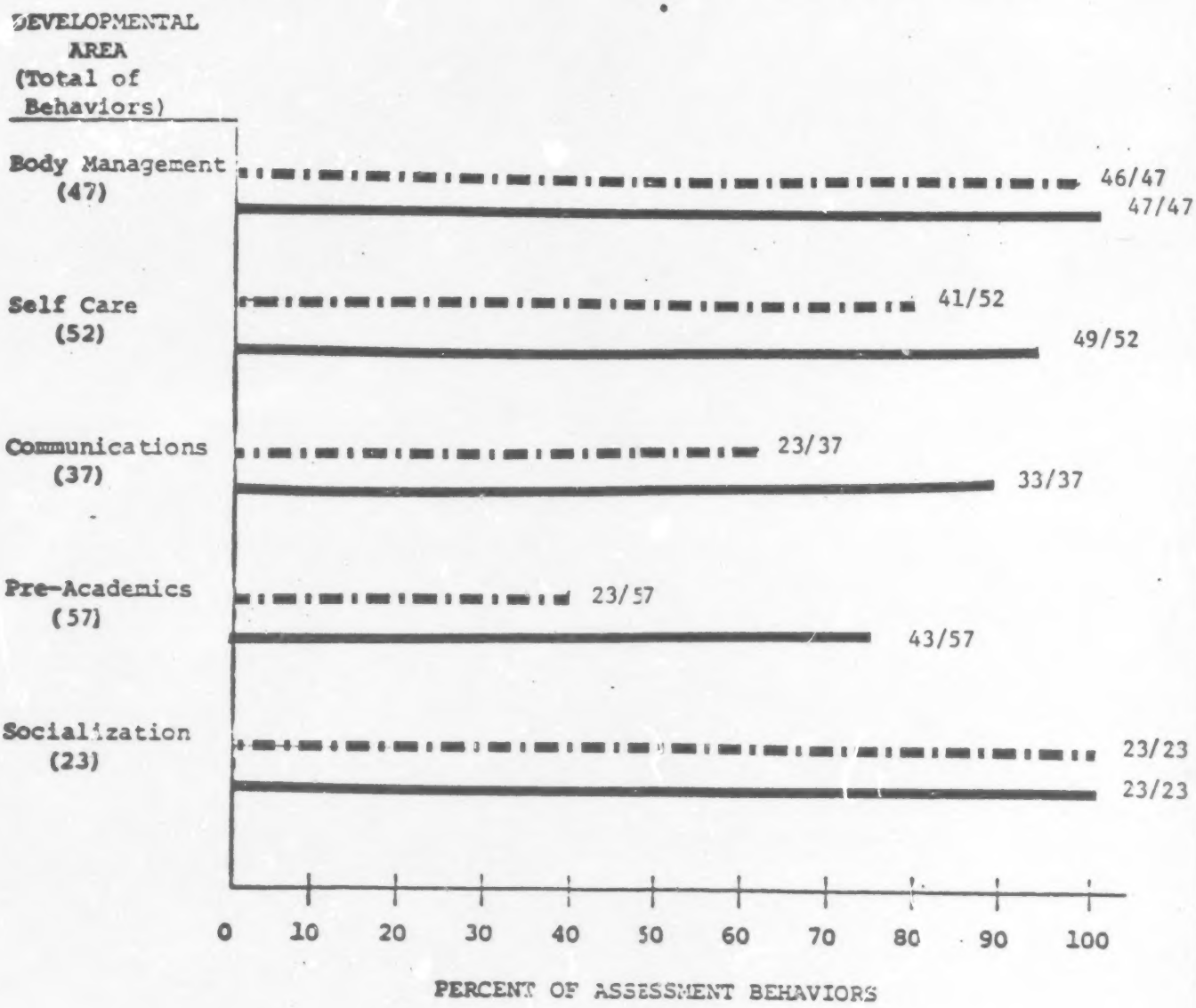


Table II.1

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY-IV

Child Code N
Date of Birth
Handicapped Code

OMAHA

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

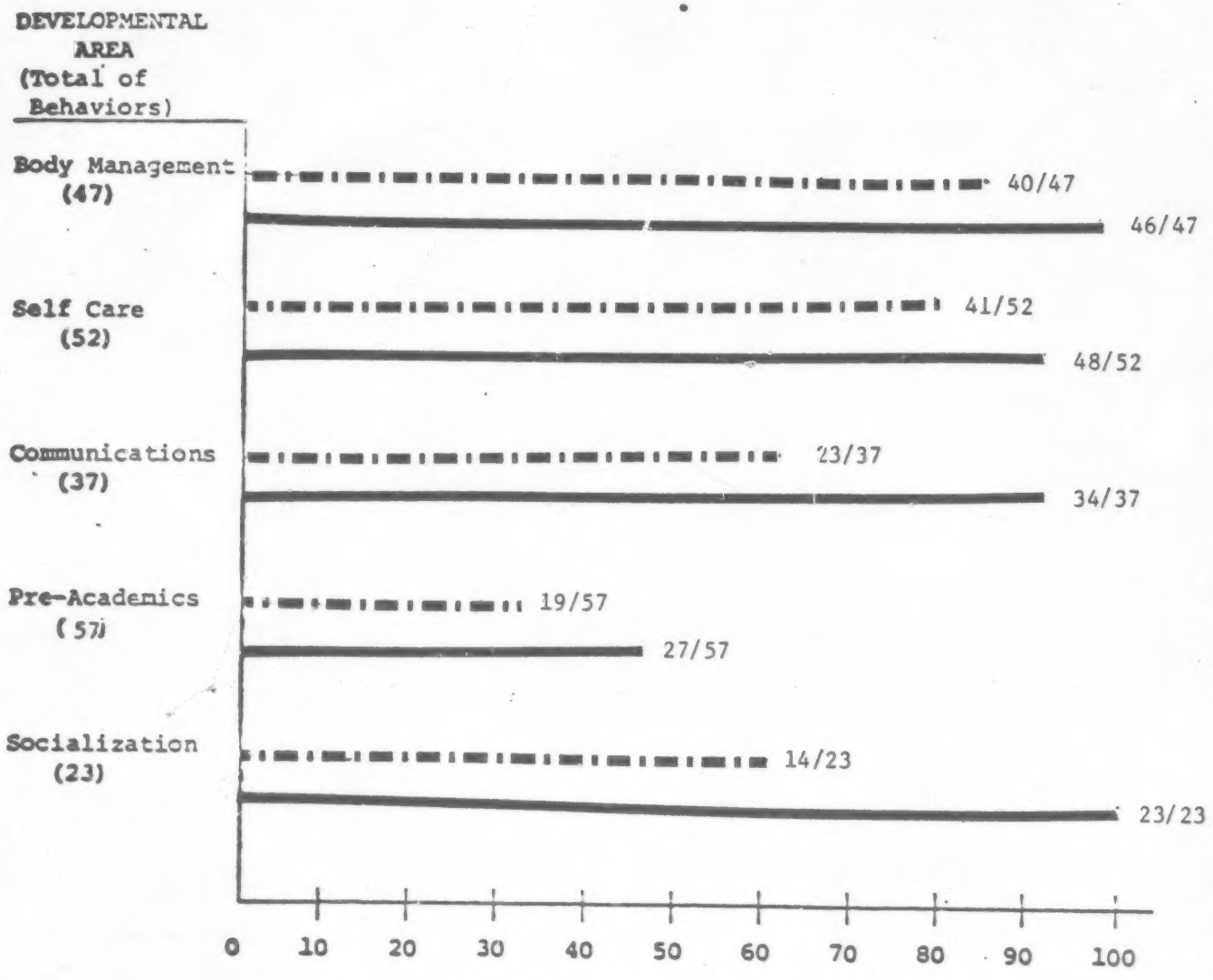


Table II.1

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY-IV

Child Code R
Date of Birth
Handicapped Code

OMAHA

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

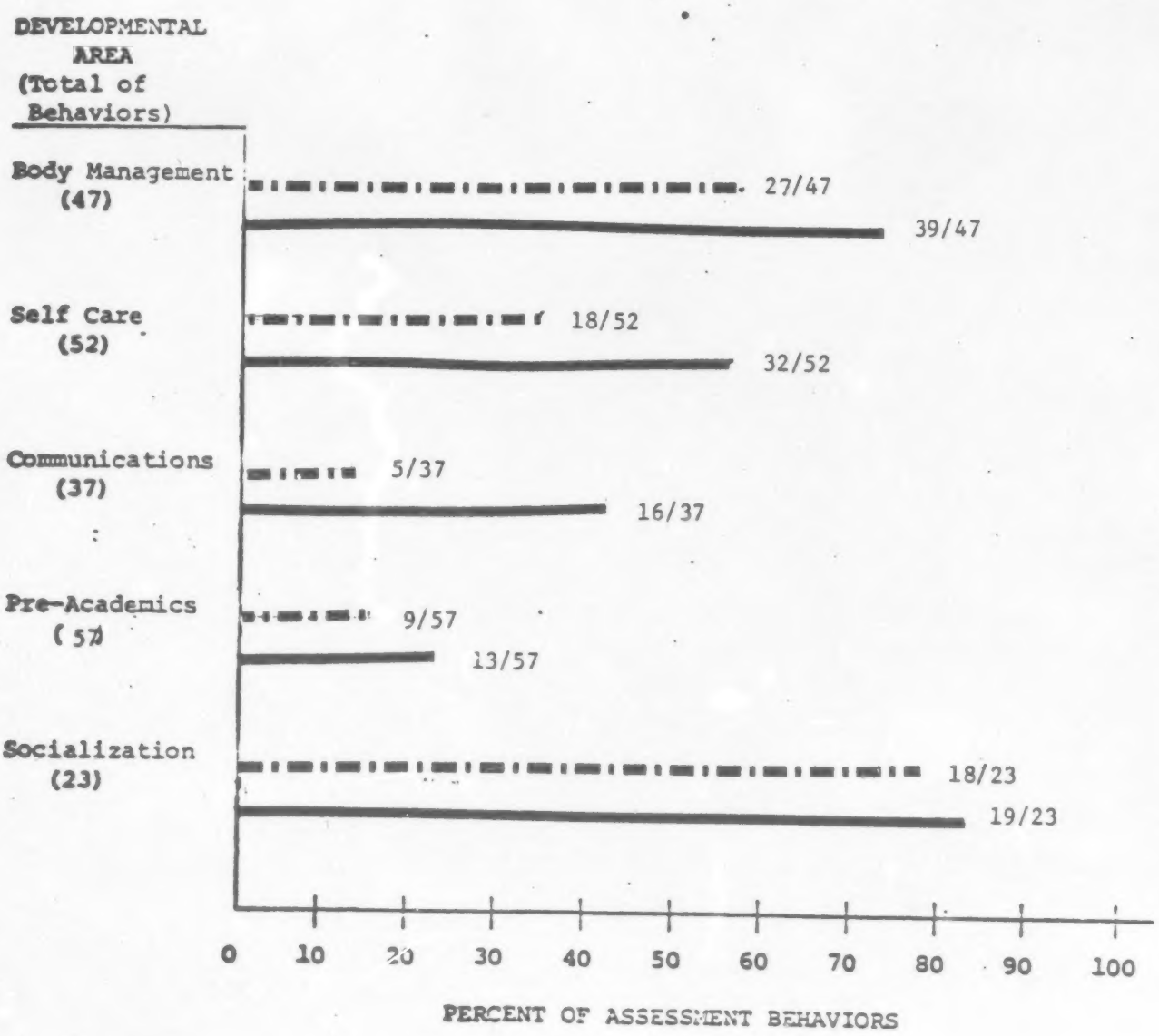


Table II.1

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY-IV

Child Code S
Date of Birth
Handicapped Code

OMAHA

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

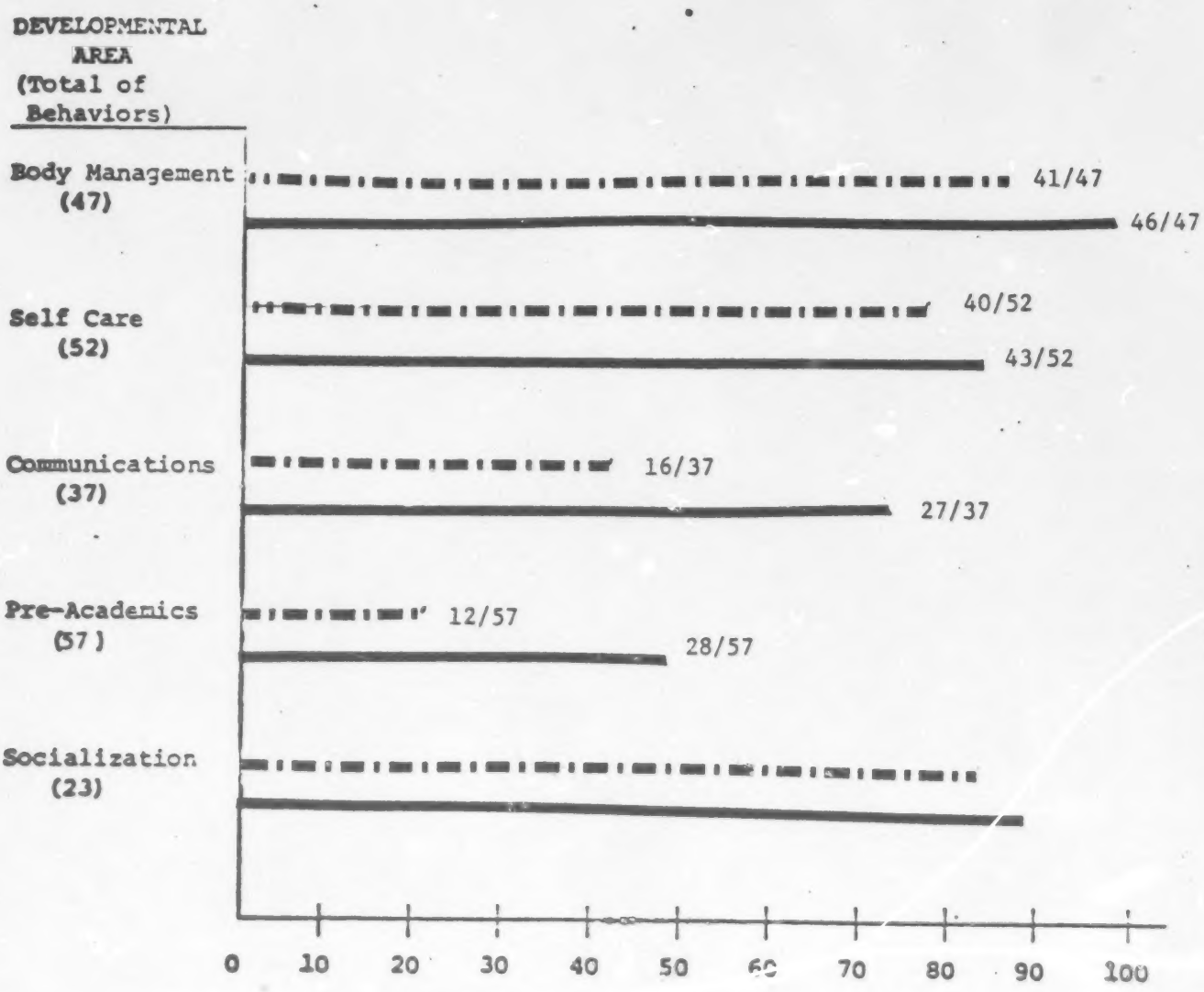


Table II.1

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY- IV

Child Code T
Date of Birth
Handicapped Code

OMAHA

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

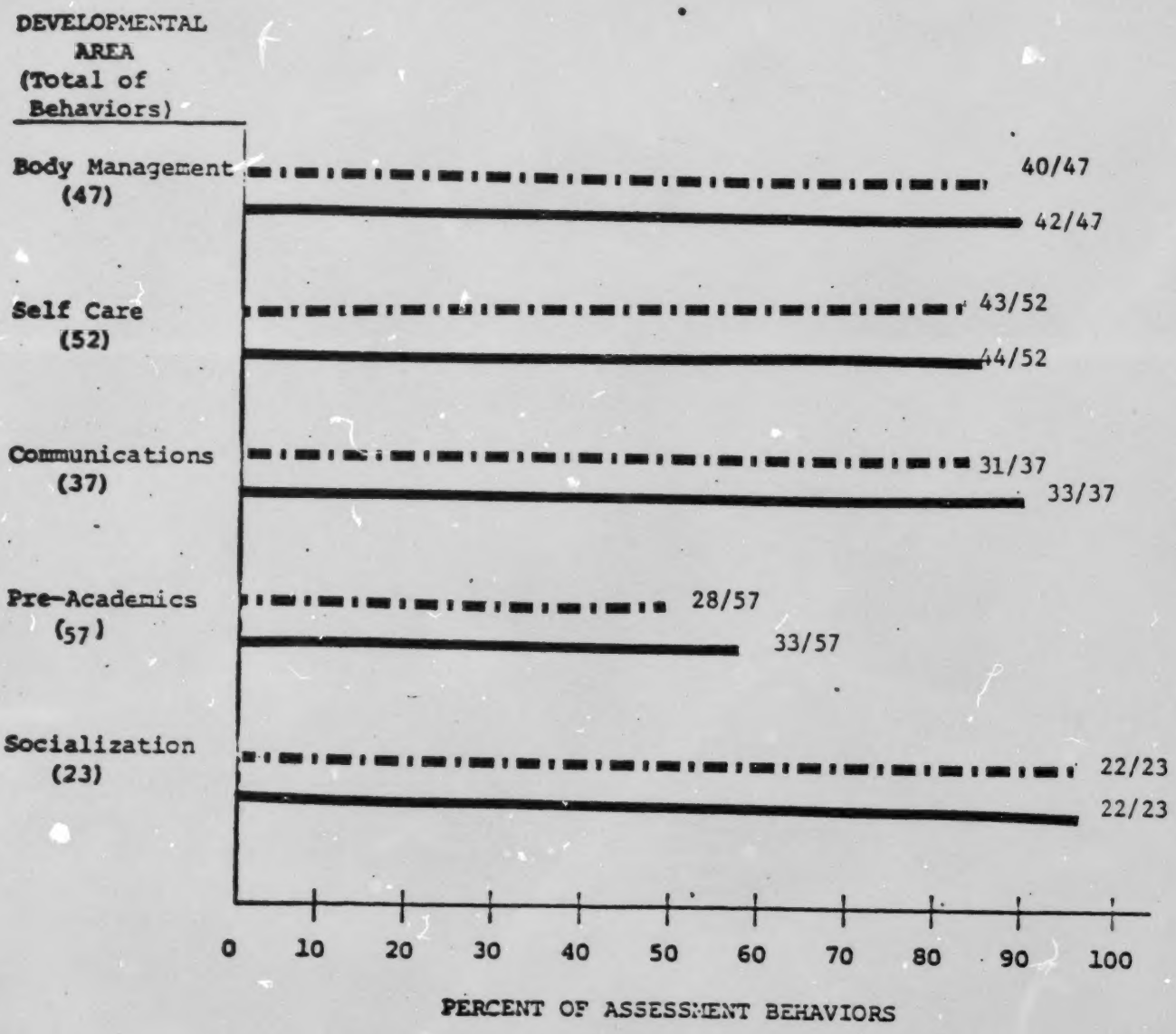


Table II.1

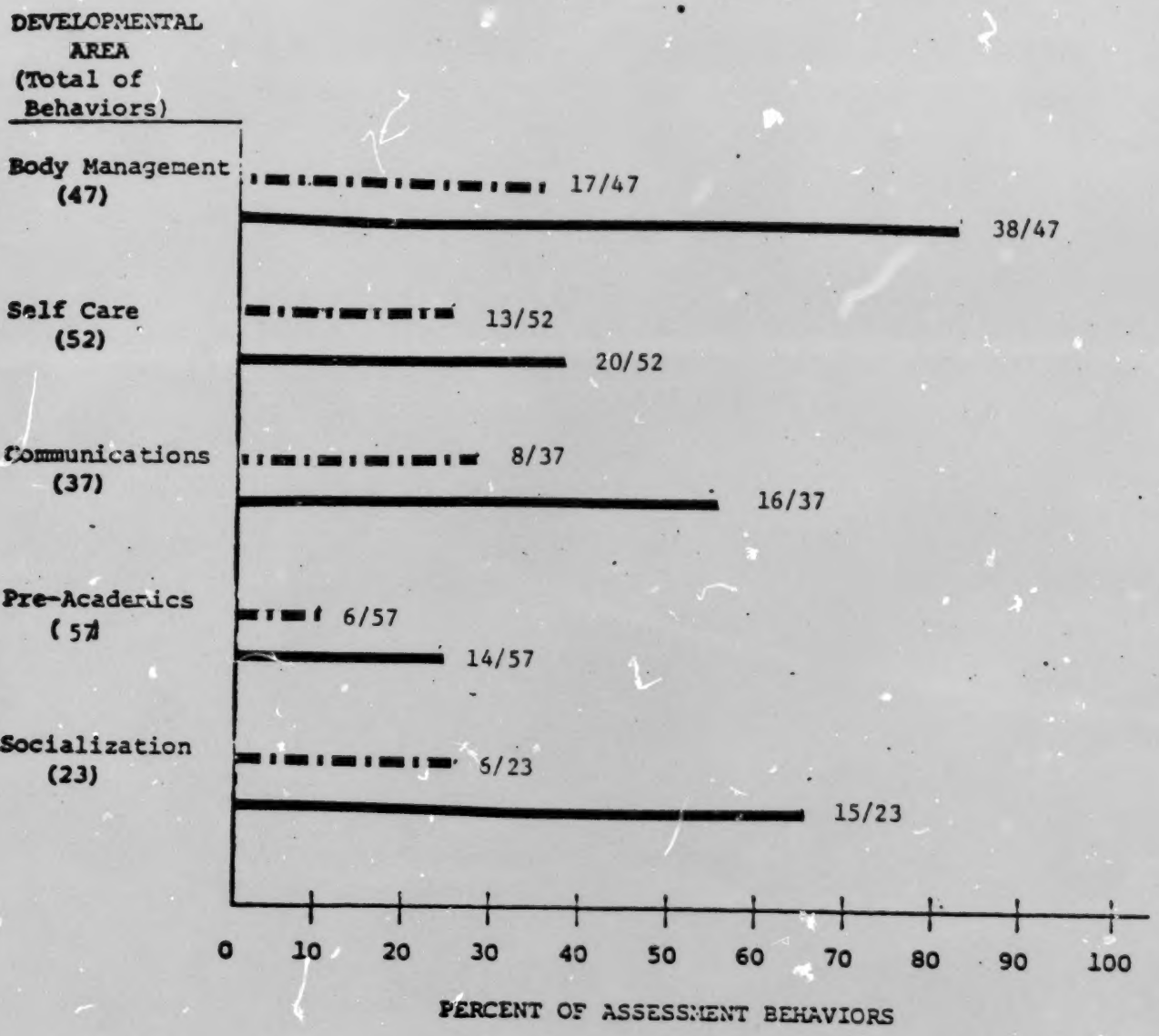
Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY-IV

Child Code W
Date of Birth
Handicapped Code

OMAHA

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)



APPENDIX A

1. Training Schedules for Outreach
2. Overview of Total Process and Critical Components
3. Information on Behaviorism - Terminology and Reinforcement Principles
4. Administering the Work Sheets for the ABACUS
5. Directions for Setting Up Entire Monitoring System
6. Work Sheets for Monitoring Individual Programs
7. Wall Charts for Tracking I.E.P. Goals for Total Class and Monitoring Group Programs
8. Ideas on Scheduling/Activities
9. Monitoring Teacher Behaviors

APPENDIX A

1. Training Schedules for Outreach

PROJECT FIRST CHANCE
OVERVIEW OF TRAINING

I. INTRODUCTION TO THE MODEL

A. General classroom observation (Introduction to the clipboard system)
B. Behavioral terminology
C. Video tape recordings
   1. "Summary of the Child's Day"
   2. "Spotter's Tape"
   3. "Training tape on Individual Programs"
D. Shadowing Person through various activities
   1. Individual Program
   2. Language Group
   3. Interaction time - fine motor
   4. Interaction time - gross motor

II. TEACHER'S BEHAVIOR IN THE CLASSROOM

A. Handout on Teacher's Verbal Behavior
B. Handout on the ABC's (Critiqueing Video)
C. Handout on Teacher Behavior Inventory
D. Role Playing episodes from the classroom

   1. Reinforcing positive behaviors
   2. Consequating interferring behaviors
      a. tantrum behavior
      b. refusal to participate
      c. agressive behaviors (hitting, biting, etc.)
      d. attention getting "off task" behavior (throwing toys, banging desk, etc.

III. CURRICULUM

A. Philosophy & Rationale
B. General Format of Individual and Group Programs (Outline Format)
C. Modifying Curriculum for Individual Child's Needs
D. Writing Individual Programs

IV. DATA MONITORING SYSTEM

A. Program Effectiveness (end-of the year graphs)
B. Data Monitoring of Individual Programs
   M-3 Data taking Code
   Baseline Procedures
   Programming Procedures
   Post-Base line Procedures
   Maintenance Procedures
   Updating of M-3 (transparencies of various programs)
   Graphing of Programs
C. Socially Desireable Behavior Programs
   M-4a
   M-4
   M-5
   M-5a
   Graphing of Behavior Programs

D. Group Data

E. Weekly Evaluation of Children's Progress

V. EVALUATION, ASSESSMENT & PROGRAMMING OF CHILD ENTERNING PROGRAM

A. Intake Procedures
   1. Child History Form
   2. Initial Abacus
   3. Abacus
   4. Communication Sample
   5. Communication Competency for Clipboard
   6. Functional Contingency Inventory
   7. I.E.P.

VI. SCHEDULE OF GROUP ACCORDING TO INDIVIDUAL NEEDS

PROJECT FIRST CHANCE

ONE WEEK TRAINING SCHEDULE AT VALENCIA SCHOOL

Sunday

6:30 p.m.	Wine and Cheese Social at home of Dr. Jeanne McCarthy 2416 E. Lester (transportation will be provided) cassette tape presentation: "WELCOME TO MY WORLD"
	Assignments:
	Read -- Inservice outline series "Pak"

Monday

7:40 a.m.	Pick up and transport to Project Site
8:00	Orientation to Valencia and Staff (Valencia Adaptive Education Center Drexel and Campbell Phone - 889-8636)
8:15	Self-evaluation of Competencies Pre-Test of Terminology
9:00	Guided Observation - Demonstration Classroom (Observation Room)
10:15	Break
10:30	VTR -- "Summary of Child's Day" Overview of Model Components Philosophy and Rationale
11:30	Tour of Classroom Questions and Answers with the Teachers
12:15	Lunch
1:15	The ABACUS
3:15	Break
3:30	Preparation for Classroom "Shadow" Roles
	Assignments:
	Read -- Assessment "Pak" Data Monitoring "Pak"

Tuesday

7:40 a.m.	Pick up and Transport to Project Site
8:00	Meet with Staff Member Assigned to "Shadow" Review Clipboard of Children Assigned in Classroom
8:40	VTR Training Tape - "Observers & Spotters"
9:00	Staff Role Observations (Rotation of scheduled activities)
10:15	Break
10:30	Continuation of Observations
11:30	Question and Answer Session with Staff
12:00	Lunch
1:00	Introduction to the Data Monitoring System
2:45	Break & Question and Answer Session
3:00 - 4:00	VTR Presentation - "Individual Programming" and "The Teacher's Verbal Behavior"

Wednesday

7:40 a.m.	Pick up and Transport to Project Site
8:00	Assignment of Classroom Duties 1 Individual Program 1 Group Program 1 Language Group
9:00	Classroom Roles (Rotation through varying activities)
10:15	Break and Question and Answer Session
10:30 - 11:00	Continuation of Classroom Roles
11:00 - 11:30	Updating the Clipboard
11:30 - 12:00	Feedback from Staff
12:30 - 1:30	Lunch
1:30 - 2:30	The Curriculum
2:30	Break
2:45 - 4:00	Modifying the Curriculum

2:45 - 4:00 (cntd.)	Writing Individual Programs M-2 Sheets
4:00	Preparation for Classroom
	Assignments:
	Read -- Home Training "Pak" Teaching Behavior Inventory
5:00	Mexican dinner (dutch treat)

Thursday

	Pick up and Transport to Project Site
8:00	Prepare for Classroom Roles (to be video-taped)
9:00	Classroom Roles
10:15	Break and Question and Answer Session
10:15 - 11:30	Continuation of Classroom Roles
11:30 - 12:30	Video Feedback (Individual and Group Sessions)
12:30	Lunch
1:30	The Teaching Behavior Inventory
2:00	The Role of the Para-Professional as an Instructional Aide
2:30	Parent Involvement
3:00	Break
3:15	Writing the I.E.P.
	Assignments:
	Read -- Language Training in Curriculum

Friday

7:40	Pick up and Transport to Project Site
8:00	Posttest -- "Terminology"
8:15 - 10:15	The Communication Sample
10:15	Break
10:30 - 12:00	The Communication Skills and the Language Curriculum
12:00	Lunch
1:00	Group Programs
2:45	Break
3:00 - 4:00	Program Evaluation
4:00 - 4:30	Exit Interview

PROJECT FIRST CHANCE TRAINING FOR
EDUCATION SERVICE CENTER, REGION XI
CROWLEY, TEXAS
June 2, 1980 to June 6, 1980
and
June 9, 1980 to June 13, 1980

MONDAY

8:15 - Meeting of PFC trainers and Crowley trainers

8:30 - Presentation of training schedule

8:45 - Assessment of competencies and discussion of behavioral terminology

9:00 - Presentation of the total process of preschool programming for handicapped children highlighting the critical components of any program

9:15 - Discussion of the general principles of behavior management
Video tape presentation of behavior management skills used during circle time

10:00 - Explanation of the classroom schedule
Assignments given to trainees (trainee to trainer and child)
Discussion of observation skills using the M-4a sheet
(See page 50 and 51 in SDS manual)

Assignments made of three five-minute observations in the classroom:

1) child in a one-to-one setting,

2) child in a small group setting, and

3) child in a large group activity

10:30 - Observation in the classroom

11:30 - Discussion of classroom observation with trainees providing trainers with feedback in a question and answer session

12:00 - Explanation of the curriculum format, the task analysis process, and the modification of the curriculum according to the child's needs
(See the introduction to the Curriculum, pages C-1 to C-22)

12:15 - Break for Lunch

12:45 - Introduction of the data system
Explanation of the M-2 and the M-3 (code system, baselining and updating procedures)
(See pages 35-41 and pages 64-71 in the SDS manual)

Discussion of transparencies and handouts:

Randy, David, Susan, Abel, Virginia, Debbie, Michael, Cynthia, Russel and Jimmy

1:45 - Discussion of the "Relationship between the Child's Behavior and the Teacher's Consequences"
Practice session using handouts and video presentation

2:15 - Discussion of handouts on teacher behavior
"Teacher's Verbal Behavior" and "Critiquing Teacher's Behavior"
(A.B.C.'s of teaching)

*OPTIONAL

--Introducing tape - "A Summary of a Child's Day"

--Tape on the task analysis process

**(For organizational purposes, it is recommended that a large 3-ring notebook be used)

TUESDAY

8:30 - Discussion between trainee and trainer concerning the individual or group programs to be run that day
Review of clipboards

9:00 - Discussion on the initial observations of child displaying interfering behaviors
Review of code used
Practice session (video of Misty during a session with Abel and Ginny)

9:30 - Observation in the classroom. Trainee should "shadow" the trainer teaching "assigned" child. Each trainee should:

1) take a five-minute observation behavior sample on an individual program being run on their "assigned" child in a one-to-one setting.

2) take a five-minute observation behavior sample on the "assigned" child in a small group while an individual program is being run.

3) take a five-minute observation behavior sample on the "assigned" child during a large group activity.

4) observe group data being taken by the trainer during group activities.

11:15 - Discussion of the classroom observations with trainers in a question and answer session

11:45 - Further explanation of data system
Review of baseline and updating procedure
Explanation of post-base and maintenance procedures
(See pages 67-73 in the SDS manual)
Practice session using transparencies and worksheets on Anna

Explanation of the M-6 and M-6a form
(See pages 72-75 in the SDS manual)

12:30 - Break for Lunch

1:00 - Discussion of behavior management with large groups
Discussion of tape presentation showing JoAnn at activity table

1:30 - Discussion on scheduling
Suggestions for running individual programs ("where" and when")

2:00 - Trainee assignments made for balance of week. Each trainee should be scheduled to run:

*an individual program in a one-to-one setting,

*an individual program in a small group,

*a group activity taking to data, and

*a group activity in which group data is taken.

*OPTIONAL

--Tape on individual programming with Viewer's Guide

WEDNESDAY

8:30 - Preparation for classroom, observation and participation (checking clipboards, questioning trainers, etc.)

9:30 - Observation and participation in classroom

11:30 - Discussion of classroom observation with trainers in a question and answer session

12:00 - Review of the A.B.C.'s of teaching and discussion of the Teacher Behavior Inventory

12:30 - Break for Lunch

1:00 - Discussion on a socially desirable/or interfering behavior program using the M-4a, the M-4, the M-5, and the M-5a.
(See pages 45-49 and 52-57 in SDA manual)
Write a behavior program

1:45 - Discussion of group programming
(Explanation of Group Programs in Curriculum and MG-1 Sheet)
(See pages 76-80 in SDS manual)

*OPTIONAL

--Review of the A.B.A.C.U.S.

--Discussion of the Individual Education Plan

THURSDAY

8:30 - Needs assessment with trainees
Preparation for classroom observation and participation

9:30 - Observation and participation in classroom

11:15 - Discussion of classroom observation with trainers in a question and answer session

11:45 - Discussion of language training programs
(See intro to Curriculum and discuss ways to incorporate critical words throughout the day)

12:15 - Break for Lunch

12:45 - Explanation of how to administer selected A.B.A.C.U.S. in group sessions

1:15 - Explanation of home programming and parent training
Discussion of "The Assessment of Parent and Child's Needs Form", "Program Sheets", "Data Sheets", and "Just for Fun Sheets"

1:45 - Discussion of modified forms: (M-2, M-3) and taking data on more than one individual program at one time

Discussion on the development of appropriate teaching activities, and how to take data within these activities
Review examples of individual programs being run in various activities
Discuss the possibility of activities workshop

*OPTIONAL

--Introduction to the language curriculum - tape presentation by Jean Glatke

FRIDAY

8:30 - Preparation for classroom observation and participation

9:30 - Participation in classroom

11:15 - Discussion of classroom observation with trainers in a question and answer session

12:00 - Discussion on evaluation of the program at the end of the year

1:00 - Discussion of a time line for implementing the Project First Chance Model
Discussion on the need for feedback

1:30 - Discussion of graphing and graph a program

2:15 - Evaluation of training week

*OPTIONAL

--Activities workshop (sharing of resources and ideas)

CLASSROOM ASSIGNMENT OF TRAINEES AND STAFF

DAY: _____

ACTIVITY	TIME	TRAINEE		
Interaction Time		STAFF/CHILDREN		
Individual Programs				
Group Programs:				
Language Groups				
Snack Time				
Story Time				
Other				

APPENDIX A

2. Overview of Total Process and Critical Components

Three Critical Areas of an Effective Preschool Program

SCHEDULE

(How efficiently are you using your time?)

A. Is the time being used effectively for <u>each child</u> as he goes through the program-

1. Selection of appropriate activities

   Is the child receiving individual programming and group activities according to goals stated in his I.E.P?

2. Intensity of programming

   a. How <u>often</u> is each child being seen on an INDIVIDUAL basis DAILY?

      (How much intense programming is each child receiving?)

   b. What goals are being accomplished through the GROUP ACTIVITIES?

B. How effectively are you using your staff?

DATA MONITORING SYSTEM

A. Is the data helping to provide <u>direction</u> for the child's program?

1. How do you know that the child wouldn't have learned these skills without instruction?

   (How do you know that it was the teacher that caused the change).

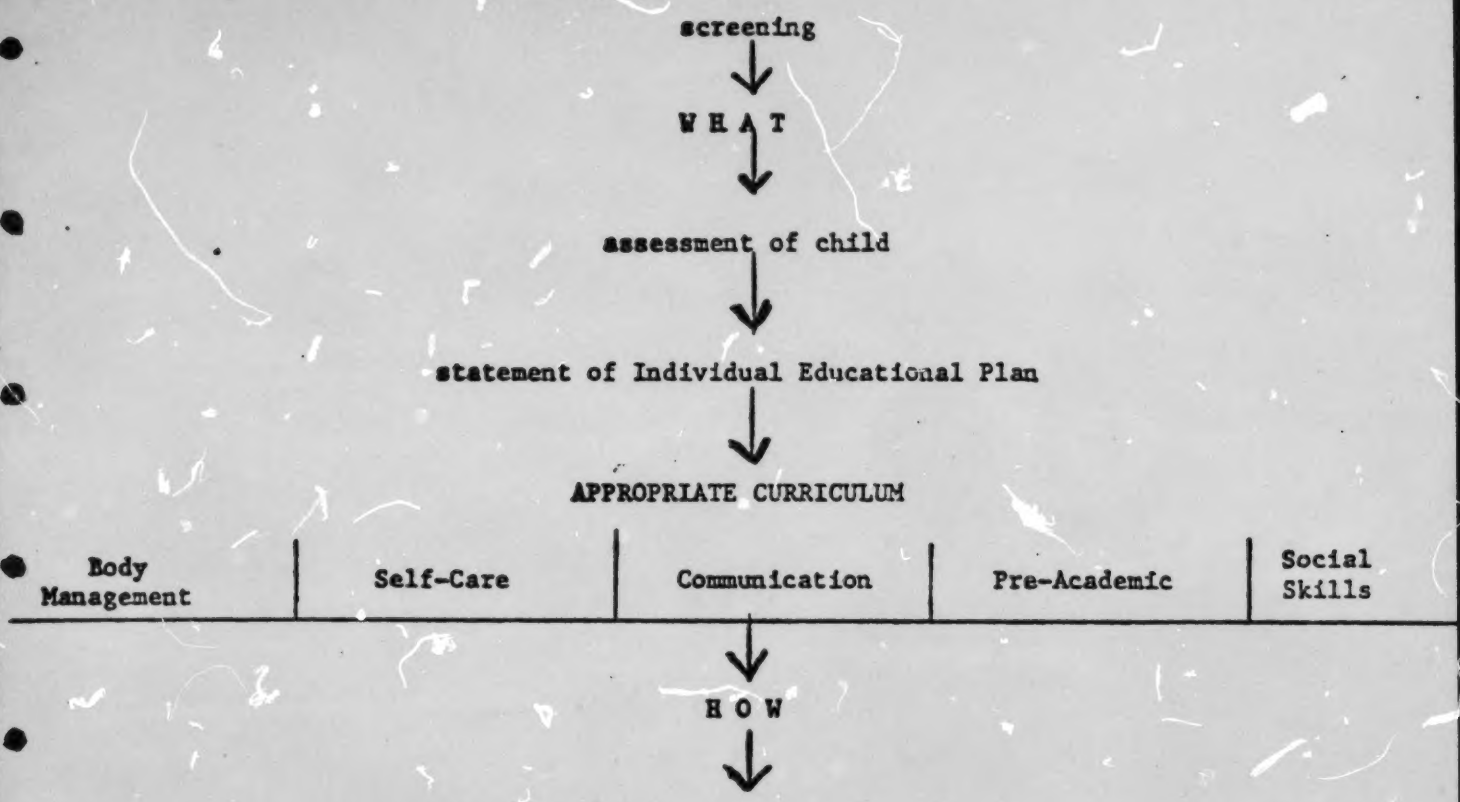
2. How does the data help direct the program while it is being run?

3. How can you prove that you have helped a child to attain certain goals at the completion of your program?

BEHAVIOR MANAGEMENT

A. Are the antecedents being arranged to help elicit desireable behaviors?

B. Are the consequences being managed <u>properly</u> (reinforcers used to sustain desireable behaviors, etc.) and <u>consistentl</u>


screening
WHAT
assessment of child
statement of Individual Educational Plan
APPROPRIATE CURRICULUM
Body Management
Self-Care
Communication
Pre-Academic
Social Skills
HOW

Scheduling

Reflection of
appropriate activities
to meet children's needs
through INDIVIDUAL
and GROUP
ACTIVITIES

at home

at school

Everyone does this, but
HOW APPROPRIATELY?

Data Monitoring System

How can you account for child growth on specific goals previously set?

We monitor progress on <u>some</u> of our goals made in INDIVIDUAL and GROUP ACTIVITIES

Behavior Management

(everyone does it but HOW?)

(Is it CONSISTENT and EFFECTIVE?)

Use of Language throughout the day

(Is there an emphasis on developmental sequence?)

EVALUATION

(program effectiveness)

APPENDIX A

3. Information on Behaviorism - Terminology and Reinforcement Principles

PROJECT FIRST CHANCE

Behavioral Terminology Examination

Name _____ Pre _____

Date _____ Post _____

1. Please write the following terms in the blanks before the appropriate definitions:

Intrinsic reinforcers	Time-Out	Isolation
Baseline	Cue	Non-compliant behavior
Behavior	Exclusion	Token Economy
Prop	Generalization	Contingency
Shaping	Fading	Reverse Chaining
Aggressive behavior	Complete Aid	Behavioral assessment
Model	Placement test	Prompt
Attention	Consequence	Self-indulgent behavior
Positive reinforcer	Aversive Consequence	Intrinsic reinforcers
Partial Aid	Primary Reinforcer	

_____ An aversive consequence which removes the child from any means of reinforcement.

_____ Internalized reinforcers increasing a behavior without the use of external reinforcers.

_____ Any observable and/or measurable action.

_____ An aversive consequence, a type of Time-Out, which places the child away from any physical or visual contact with others, away from any means of reinforcement.

_____ Consequence that increases or strengthens a behavior.

_____ Accepting of approximate responses as correct with the ultimate aim of requiring the precise correct response.

_____ Data collected on a behavior that occurs before teaching is initiated.

_____ Consequence that decreases or weakens a behavior.

_____ An aversive consequence, a type of Time-Out, which just temporarily removes the child from the immediately reinforcing situation. Example: being turned away from the group for 30 seconds.

_____ Data based method for measuring child's current abilities to perform specific behaviors.

_____ Feedback immediately following a behavior that increases or decreases a behavior's occurrence.

_____ A reinforcement system set up in which tangible objects are used as reinforcers to be later exchanged for desired objects or activity.

_____ Signal, request or condition that does or can be made to influence the occurrences of a behavior.

_____ Gradual removal of aids, and reinforcers for a behavior with the ultimate aim of eliciting the precise correct response without aids or reinforcers.

_____ Assistance provided to the child throughout the elicitation and occurrence of a behavior.

_____ A form of aid which demonstrates the behavior being required from the child.

_____ Reinforcers that satisfy certain biological needs such as eating and drinking which are not learned.

_____ A type of cue which informs the child of a behavior that is either required or desired and which also provides information as to the consequences to the child for performing this behavior.

_____ Child is sitting with hands in lap, maintaining eye contact with the teacher.

_____ A form of aid which physically moves the child through a behavior to produce a desired response.

_____ A form of aid which verbally or gesturally influences the occurrence of a behavior.

_____ Minimal assistance provided to the child that helps to influence and elicit the occurence of parts of a behavior.

attending - (child) focusing of attention on teacher and/or activity (ignorning other stimuli).

attention - (teacher) any contact teacher has with child whether it be visual, physical, verbal or spatial.

baseline - measure of child's current abilities to perform specific behaviors prior to teaching.

probe - a check, using baseline procedures, which occurs after teaching has begun to determine whether child is working on appropriate step or unit.

cue - verbal or physical instruction.

reinforcers - any consequence, tangible or intangible, which occurs after a behavior which increases the frequency of the behavior.

contingency - a type of cue which informs the child of a behavior that is either required or desired and which also provides information as to the consequences to the child for performing this behavior.

consequence - anything that happens after a behavior as a result of that behavior.

compliance - performance of behavior requested.

interferring behavior - a behavior that inhibits the learning of a desired behavior.

task analysis - breaking down of a skill into teachable components.

generalization - use of learned behaviors outside of the teaching environment.

aid - assistance provided to the child - physical or verbal.

fade - gradual disappearance (aids, reinforcers).

behavior - any observable and/or measurable action.

shaping - teaching successive approximations of a behavior with the ultimate aim of requiring the precise correct response.

ignore - total removal of attention (physical, visual, verbal, spatial).

spotting - use of additional adult assistance for extending child's capabilities during an activity (manual help or attending assistance).

distractor - a diversionary stimulus.

prompts - (e.g., give initial letter or sound of desired response or give the context of the correct response, "You were there last Sunday."

Props - same as manual guidance or putting the child through the motions, of the desired response

APPENDIX A

4. Administering the Work Sheets for the ABACUS

ABACUS MATERIALS
(Listed by Areas)

I. Body Management

Gross Motor (Items 1 - 26)

Pillow
Child's chair, without sides or arms
Table
8-12 inch rubber ball
Incline surface of 10-15 , 3 to 4 ft. long
Stairs with minimum of 3 standard steps, rail optional
Toy of interest
Tricycle, hard cement surface
Climbing apparatus having at least 5 rung ladder and slide
Walking beam no wider than 6" and at least 4' long
Bean bag 4 X 4"
Adjustable jump standard and bar
Running course with 2 turns indicated by 2 markers, cones or

Fine Motor (Items 1 - 21)

3" ball (Nerf Ball)
Pegs or beads
5 blocks or large beads
Small car or truck
Stacking ring toy, rings may vary in size
Pegboard, pegs sized one inch or more
Pegboard with small pegs.
Formboard with circle, square, triangle, rectangle
6 one inch cubes
Cobblers bench or similar pounding toy
Jack-in-the-Box with crank handle
Paste or glue, paper, picture
Easel, paper, paint
4 nesting cups
4 large beads, string with reinforcing tip
6 pc. interlocking puzzle
Scissors, 4" X 4" paper

II. Self Care

A. Dressing

Socks
Pants
Shoes
Shirt
Coat
Button
Zipper
Clothing with snaps
Belt with buckle
Shoes with laces

B. Toileting

Bathroom

C. Groom

Sink
Water
Soap
Towel
Tissue
Wastebasket

II. Self Care (contd.)

D. Eating

Cup with liquid
Semi-solid food
Solid food
Spoon, fork, bowl, plate
Finger food
Straw
Knife, bread, spreadable
Napkin

E. Mechanical Know-How

Door with knob
Water fountain
Small pitcher with liquid

F. Safety

Street Curb
Steps
Scissors

III. Communication

A. Prerequisites

Bell or noise maker
Chair
(5 or more piece) puzzle or toy
Blocks
Cup
Ball
Toy dog
Spoon
Doll

B. Comprehension of One Word Utterance

Toy Car
Toy chair
Picture of Children: running, sitting, washing, eating, sleeping
*Food or drink child likes
Doll and doll house
*3 foods, drink, or objects child does not like
4 dolls - 1 big, 1 broken, 1 little, 1 dirty
5 articles of child's clothing
5 articles of teacher's clothing

C. Production of One Work Utterance

(These items will be the same as those for Comprehension.)

IV. Preacademics

A. Thinking Skills

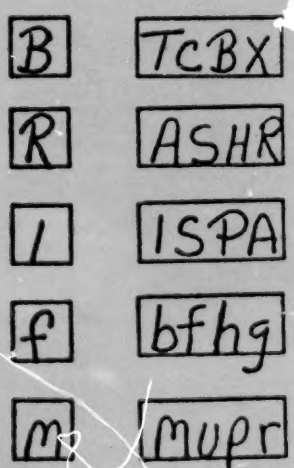
Small toy of interest
3 Box lids (capable of covering toy above)
3 pair of objects: 2 spoons, 2 toy cars, 2 dolls
Paper bag, 4 objects: ball, block, key, toy dog,
Toy telephone
6 blocks
3 objects and 3 matching pictures: toy, car, telephone, spoon
5 objects: cup, button, penny, spoon, block

A. Thinking Skills (contd.)

2 sets of 4 basic 2-dimensional shapes: circle, square, triangle, rectangle. 2 to 3 inches in size and all the same color
2 sets of 6 basic color cubes: yellow, blue, red, green, orange, black
Individual pictures of: hammer, nail; shoe, sock; milk carton, glass; comb, brush.
Pictures of animals: dog, cat, horse
*Food: orange, sandwich, ice cream cone; Clothes; shoe, coat, socks
Set of picture cards (2 matching - 1 different)
  a) fruit
  b) cars
  c) balls
Set of 5 cards, each card has 2 simple line drawings
  a) two identical houses
  b) sock, hat
  c) bird, dog
  d) two identical trees
  e) ball, block

B. Reading Skills

Book of colorful pictures (including dog, fork, girl, airplane, telephone)
Pictures of 5 objects; doll, spoon, ball, car, shoe
Set of 5 pictures with simple line drawings:
  doll with arm missing
  car with tire missing
  cup with handle missing
  shoe with lace missing
  hand with finger missing
One picture of 4 toys
4 cards: 1 with child's name printed on it, 3 with other children's names
5 pairs of cards as outlined below



B. Reading Skills (contd.)

2 sets of color word cards written in brown ink on 4" X 5 1/2" paper. One card for each of the six basic colors, yellow, blue, red, green, orange, black
2 three-card picture stories: eating an ice cream cone, putting on shoes and socks
Labels cut out of 6 common objects: Coke carton, McDonald's sack, milk carton, stop sign, bread wrapper, Crest box

C. Math Skills

Raisins, cereal, peanuts
Identical sets of 12 blocks or counters
Identical sets of numeral cards 6-10
Set of numeral cards 1-5

D. Writing Skills

Primary pencil or primary crayon
Papers (any kind)
3 pieces of 4" X 5 1/2" paper each having 1 pair of 5" long horizontal lines 1" apart
3 pieces of paper same as above only make lines vertical and 1" apart
3 or more pieces of 8 1/2 X 11 paper
Unlined paper

V. Socialization

Toys of interest
Child height hook
Sweater or coat
Child size chair
Snack items

INDIVIDUAL LISTING
ABACUS Material Cross Listed by Item

TOYS	Body Management	Self Care	Communication	Preacademics	Socialization
Bell or noise maker			A-1		
Bean bag 4" X 4"	A-24				
Ball 3"	B-1				
8"-12" rubber	A-12, 13,14, 17				
Nesting Cubes (4)	B-17				
Box lids (3)			A-4 A-5		
*Pegboard with small pegs	B-2 B-10 B-11				
5 large beads - string w/reinforced tip	B-3 B-18 B-4 B-12				
12 blocks			A-7	A-8 C-3,4, 6,7,9, 12	
6 cubes - 1"	B-19				
2 Sets of 6 basic cubes				A-12, 13,14	
6 piece puzzle (Interlocking)	B-20		B-4 A-5		
Stacking ring toy, rings may vary in size	B-6				
Formboard with circle, square, triangle, rectangle					

TOYS	Body Management	Self Care	Communication	Preacademics	Socialization
2 Sets of 4 basic 2 dimensional shapes circle, square, triangle, rectangles. 2"-3" in size and all the same color				A-11, 17, ?	
Pegboard, large pegs (1" or more)	B-7 B-8				
Doll			B-5 C-7		
Doll House			C-6 C-7		
4 Dolls - 1 big, 1 broken, 1 little, 1 dirty (possibly paper)			B-7 B-11		
Toy Telephone				A-8	
Toy Chair					
Toy Car	B-5				
Jack in the Box with Crank Handle	B-14				
Cobblers bench or similar pounding toy	B-13				
3 pairs of objects: 2 spoons, 2 toy cars, 2 dolls				A-6	
5 objects: cup, button, penny, block, cube				A-10 Misc.	
Paper bag with 4 objects: ball, block, key, toy, dog				A-7 Misc.	
Small toys of interest	A-1 A-2 A-3		A-7	A-1,2 3,4	8, 9, 11, 17

FOOD	Body Management	Self Care	Communication	Preacademics	Socialization
Food or drink child likes			B-3 C-3 C-4		
3 foods or objects child does not like			B-6 C-10 C-6,8		
Solid food		D-4			
Semi-solid food		D-3			
Finger food		D-5			14,17
Container of raisins, cereal or peanuts				C-1 C-15	
Small pitcher with liquid		E-6			
Cup with liquid		D-1 D-2 D-6			
Napkin		D-12			
Knife, bread, spreadable food		D-11			
Spoon, fork, bowl, plate		D-7 D-9			
Straw		D-10			

PAPER/PENCIL/PICTURES	Body Manage	Self Care	Communicatio	Preacademics	Socializatio
Primary pencil or primary crayon				D-1,2, 3,6	
Paint	B-16				
Scissors	B-21	F-4			
Paste or glue	B-15				
Magazine picture or paper to glue	B-15				
3 objects and 3 matching pictures: toy, car, spoon, telephone				A-9 or see Misc	
3 or more 8 1/2" X 11" paper (unlined)	B-16			D-2,3 6,7,8 9.10	
3 pcs. of 4" X 5 1/2 paper, each having 1 pair of 5" long horizontal lines (1" apart)				D-4	
3 pcs. of paper same as above with vertical lines				D-5	
1 set of numeral cards #1-5				C-5,9, 10,11, 16	
2 identical sets of numeral cards #6-10				C-8, 12,13 14	
Book of colorful pictures (including dog, fork, girl, airplane, telephone)				B-1 B-2	
Pictures of 5 objects; doll, spoon, ball, car, shoe				B-3	
Set of picture cards (2 matching, 1 different a) fruit b) cars c) balls				A-19	
Cut out labels - 6 common objects - Coke carton, McDonald's sack, milk carton, stop sign, bread wrapper, Crest box)					

Paper/Pencil/Pictures	Body Management	Self Care	Communication	Preacademics	Socialization
Picture of 4 toys (pictured together)				B-5	
Pictures: Foods - orange, sandwich, ice cream cone; Clothes - shoe, coat, socks				A-16 See Misc.	
(2) Three-card-picture-stories: a) eating an ice cream cone				A-16 B-9	
b) putting on shoes and socks				A-16	
Pictures of Children: a) running b) sitting c) washing d) eating e) sleeping			B-2 C-2 See Misc.		
Pictures of animals: a) dog b) cat c) horse				A-16 See Misc.	
Pairs of like object pictures: hammer-nail; shoe-sock; milk carton-glass; comb-brush				A-15 See Misc.	
2 sets of color word cards written in brown ink on 4" x 5 1/2" paper. (One card for each of six basic colors: yellow, blue, red, green, orange, black.)				B-8	
Set of picture cards with simple line drawings: a) doll with arm missing b) car with tire missing c) cup with handle missing d) shoe with lace missing e) hand with finger missing				B-4	
Set of 5 cards each card has 2 simple line drawings a) two identical b) sock, hat c) bird, dog d) two identical trees e) ball,				A-20 See Misc.	
4 cards: 1 with child's name printed on it 3 with other children's names				B-6 B-10, 12	

Paper/Pencil/Pictures	Body Manage	Self Care	Communicatio	Preacademics	Socializatio
5 pairs of cards as outlined below (A) (B) B TCBX R ASHR L LSPA F BFHG M MUPR				B-7 See Misc	

Clothing	Body Manage	Self Care	Communicatio	Preacademics	Socializatio
Sweater			B-9 B-11		
Coat		A-9	B-9 B-11		10
Socks		A-1 A-7 A-10	B-9 B-11		
Zipper		A-13 A-14			
Belt with buckle		A-17 A-18			
Shirt with buttons		A-4, 5,8, 11,12	B-9, 11		
Pants		A-2,6			
Shoes with laces		A-3, 19, 20	B-9, 11		
Clothing with snaps		A-15, 16			
5 Articles of adult clothing			B-9		
5 Articles of child clothing			B-9		

Furniture/Apparatus	Body Management	Self Care	Communication	Preacademics	Socialization
Table	A-6, 9	D-8, 13,14			
Chair		D-13	A-1, 2,3,4 5		
Chair, Child size without arms	A-4, 6				13
Child height hook					10
Stairs with minimum of 3 standard steps, rail opt.	A-19	F-3			
Easel	B-16				
Climbing apparatus - 5 rung ladder and slide	A-22				
Incline surface of 10-15°; 3-4 ft. long	A-18				
Walking beam no wider than 6" and at least 4' long	A-23				
Tricycle, hard cement surface	A-21				
Running course/2 markers; cones or chairs	A-26				
Adjustable jump standard and bar	A-25				
Door with knob		E-1, 2,3			
Water fountain		E-5			
Bathroom with (sink, water, soap, towel, tissue, wastebasket)		B-6 C-1, 2			
Street curb		F-2			
Pillow	A-3				

Miscellaneous Items (Grouped Separate)	Body Manages	Self Care	Communicatio	Preacademics	Socializatio
Cup, ball, toy dog, spoon doll			A-8		
Ball, spoon, cup, toy car, toy chair			B-1,8 C-1		
Pictures of children running, sitting, washing, eating, sleeping			B-2 C-2		
Paper bag with 4 objects inside; ball, block, key, toy dog)				A-7	
3 objects and 3 matching pictures; toy, car, telephone				A-9	
5 objects; cut, button, spoon, block, penny				A-10	
Individual pictures of: hammer, nail; shoe, sock; milk carton, glass; comb, brush				A-15	
Pictures of animals; dog, cat, horse				A-16	
Pictures of food; orange, sandwish, ice cream cone				A-16	
Pictures of clothes; shoe, coat, socks				A-16	
Set of picture cards (2 matching - 1 different a) fruit b) cars c) balls)				A-19	
Labels cut out of 6 common objects; Coke carton, McDonalds sack, milk carton, stop sign, bread wrapper, Crest box				B-11	
One picture of 4 toys				B-5	
Set of 5 cards, each card has 2 simple line drawings a) 2 identical houses b) sock, hat c) bird, dog d) 2 identical trees e) ball, block				A-20	
Set of 5 pictures with simple line drawings: doll with arm missing car with tire missing cup with handle missing shoe with lace missing hand with finger missing				B-4	

Miscellaneous Items (continued)	Body Managem	Self Care	Communicatio	Preacademics	Socializatio
4 cards; 1 with child's name on it 3 with other children's names				B-6	
5 pair of cards as outlined below				B-7	
2 sets of color word cards written in brown ink on white 4" X 5 1/2" paper				B-8	
Two 3-card picture stores (Eating an ice cream cone) (Putting on shoes & socks)				B-9	
3 pieces of 4" x 5 1/2" paper each having 1 pair of 5" long horizontal lines 1" apare				D-4	
3 pieces of paper same as above only vertical lines				D-5	

(A)	(B)
B	TCBX
R	ASHR
L	LSPA
F	BFHG
M	MUPR

GIVING SELECTED A.B.A.C.U.S. ITEMS IN A GROUP SETTING

Some A.B.A.C.U.S. items can be scored by observing a child or several children during a group activity. Although administering the selected items requires transcribing the information to the child's individual A.B.A.C.U.S., it can shorten the test-giving time in the classroom. To eliminate teacher preparation time many items are out of sequence so that as many items as possible can be scored at each particular setting in as natural a fashion as possible.

To use this format:

1) check with the Activity Areas listed along the left column to see which items can easily be incorporated into the day's schedule

2) write in all of the children that will need to be tested

3) score as many children as possible on each item during the activity

4) transcribe each child's response to his/her individual A.B.A.C.U.S., being careful to mark each's child's response correctly on the cover sheet

5) transfer the information from the cover sheet to the correct item in the child's individual A.B.A.C.U.S.

ABACUS items that can be scored by observing children in GROUP ACTIVITIES
(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria												
DRESS-UP AREA	(Shoes with laces)	Dressing II. A. 19 Unties	Have tied shoes on child. Cue. "UNTIE YOUR SHOES."	Untie shoes without leaving knots												
	(Child's shoes)	Dressing II. A. 3 Removes untied or unbuckled shoes	Untie or unbuckle the child's shoes. Point to shoes (ties or buckles) and cue. "TAKE OFF YOUR SHOES."	Takes off shoes.												
	Use child's own clothing when assessing this section. (Child's socks)	Dressing II. A. 1 Removes socks	Child has both socks on feet. Point to socks and cue. "TAKE OFF YOUR SOCKS."	Completes each item without assistance unless otherwise stated. Pulls off both socks.												
	(Child's socks)	Dressing II. A. 7 Puts on socks	Lay socks on table near child. Point to socks and cue. "PUT ON YOUR SOCKS."	Puts on both socks with heel in correct position.												

ABACUS items that can be scored by observing children in GROUP ACTIVITIES

(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria											
DRESS-UP AREA CONTD.	(Child's shoes)	Dressing II. A.10 Puts on shoes	Put shoes on floor near child. Point to shoes and cue. "PUT ON YOUR SHOES."	Puts shoes on correct feet, not responsible for ties or buckles.											
	(Shoes with laces)	Dressing II. A.20 Ties	Have untied shoes on child. Cue. "TIE YOUR SHOES."	Ties shoes.											
	(Child's shirt or jacket with medium-sized buttons)	Dressing II. A. 12 Buttons	Have unbuttoned shirt on child. Point to buttons and cue. "BUTTON YOUR SHIRT"	Buttons at least 3 buttons.											
	(Child's shirt or jacket with medium sized buttons) Dressing vest may be used.	Dressing II. A.11 Unbuttons	Have buttoned shirt on child. Point to buttons and cue. "UNBUTTON YOUR SHIRT."	Unbutton at least 3 buttons.											

ABACUS items that can be scored by observing children in GROUP ACTIVITIES

(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria												
DRESS-UP AREA CONTD.	(Child's jacket or button shirt)	Dressing II. A. 4 Removes unbuttoned jacket or shirt	Unbutton the shirt or jacket. Point to shirt or jacket buttons and cue. "TAKE OFF YOUR SHIRT (JACKET)."	Takes off shirt or jacket.												
	(Child's T-shirt)	Dressing II. A.8 Puts on T-shirt.	Lay T-shirt on table near child. Point to T-shirt and cue. "PUT ON YOUR SHIRT."	Puts on T-shirt correctly.												
	(Child's dress or or T-shirt)	Dressing II. A.5 Removes pullover shirt or unbuttoned dress	Unbutton the child's dress. Point to d dress or shirt and cue. "TAKE OFF YOUR SHIRT (DRESS)."	Takes off shirt or dress over head.												
	(Child's coat or jacket)	Dressing II. A.9 Puts on coat or jacket	Lay coat on table near child. Point to coat and cue. "PUT ON YOUR COAT."	Puts on coat or jacket, not responsible for fastners.												

ABACUS items that can be scored by observing children in GROUP ACTIVITIES

(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria											
DRESS-UP AREA CONTD.	(Locker space or child height hook; sweater or coat)	Socialization V. 10 Hangs coat on hook	Show child hook. "HANG UP YOUR COAT."	Hangs coat up when given cue.											
	(Child's pants, jacket, etc.)	*Dressing II. A.13 Unzips	Have zipped clothing on child. Point to zipper and cue. "UNZIP YOUR_____."	Unzips, not responsible for disengaging zipper.											
	(Child's pants, jacket, etc.)	Dressing II. A.14 Zips	Engage zipper. Point to zipper and cue. "ZIP YOUR _____."	Zips up zipper.											
	(Clothing with snaps)	Dressing II. A.15 Unsnaps	Have snapped clothing on child. Point to snaps and cue. "UNSNAP YOUR _____."	Unsnaps at least 3 snaps.											
	(Clothing with snaps)	Dressing II. A.16 Snaps	Have unsnapped clothing on child. Point to snaps and cue.	Snaps at least 3 snaps.											

ABACUS items that can be scored by observing children in GROUP ACTIVITIES

(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria												
DRESS-UP AREA CONTD.	(Belt with buckle)	Dressing II. A.18 Buckles	Have unbuckled belt on child. Cue. "FIX YOUR BELT."	Buckles the belt.												
	(Belt with buckle)	Dressing II. A.17 Unbuckles	Have buckled belt on child. Point to belt and cue. "TAKE IT OFF."	Unbuckles the belt.												
AREA TO EAT	(Child size table and chair)	Eating II. D.8 Seats self at table	Cue. "SIT AT THE TABLE."	Sits on chair at table.												
	(Glass, small pitcher with liquid)	Mechanical Know-How II. E.6 Pours from pitcher	Cue. "POUR THE _____."	Pours liquid into glass from pitcher without spilling.												
	(Cup with liquid)	Eating II. D.1 Swallows liquid	Put cup to child's mouth, and hold cup for child. Observe the child.	Swallows liquid without choking.												

ABACUS items that can be scored by observing children in GROUP ACTIVITIES

(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria											
	(Cup with liquid)	Eating II. D.2 Keeps liquid in mouth	Put cup to child's mouth and hold cup for child. Observe the child.	Liquids stay in mouth.											
AREA TO EAT CONTD.	(Small glass half full of liquid)	*Eating II. D.6 Drinks from glass	Place glass on table in front of child. Cue. "DRINK YOUR _____."	Picks up glass and drinks without spilling.											
	(Glass with liquid and straw)	Eating II. D.10 Drinks through a straw	Present materials. Cue. "DRINK WITH THE STRAW."	Uses straw to drink liquid from glass.											
	(Finger food, e.g., crackers, dry cereal, carrot sticks, tortilla chips)	*Eating II. D. 5 Feeds self with fingers	Present food to child. Cue. "TAKE ONE AND EAT IT."	Picks up food with fingers.											
	(Spoon or fork, bowl, food, e.g. apples	Eating II. D. 7 Scoops with utensil	Present utensil and food and cue. "EAT THE _____."	Scoops food with utensil and brings to mouth.											

ABACUS items that can be scored by observing children in GROUP ACTIVITIES

(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria											
AREA TO EAT CONTD.	(Fork, bowl or plate, solid food, cut in bite size pieces)	Eating II. D.9 Stabs with a fork	Present materials. Cue. "USE THE FORK TO EAT YOUR _____."	Stabs food and brings to mouth.											
	(semi-solid food, e.g., applesauce, pudding)	Eating II. D.3 Keeps food in mouth	Offer child spoonful of food. Adult holds spoon. Cue. "EAT THE _____."	Accepts food into mouth, keeps it in and swallows.											
	(Solid food, e.g., peaches, pineapple, cheese)	Eating II. D.4 Chews solid food	If necessary, adult holds spoon. Cue "EAT THE_____."	Same as above item, but includes chewing.											
	(Knife, bread, spreadable, e.g., butter, jelly, peanut butter)	Eating II. D.11 Spreads with a knife	Present materials. Cue. "USE THE KNIFE TO PUT THE _____ ON THE BREAD."	Uses knife to spread.											
	(Napkin, snacktime)	Eating II. D.12	Cue. "WIPE YOUR MOUTH."	Uses napkin to wipe mouth.											

ABACUS items that can be scored by observing children in GROUP ACTIVITIES
(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria
AREA TO EAT CONTD.	(Snacktime)	Eating II. D.13 Remains at table while eating.	Observe the child.	Stays in chair at table until finished with snack.
	(End of snack-time)	Eating II. D.14 Clears place at table	Cue. "CLEAR OFF YOUR PLACE."	Clears place by throwing away disposables and/ or placing dishes in sink.
ART - EASEL PAINTING	(Easel, paper, paint, smock)	Fine Motor I. B.16 Paints with brush at easel	Model task and cue. "PAINT ON THE PAPER."	Dips brush in paint, makes strokes on paper.
	(Sink, water, soap, towel)	Grooming II. C.1 Washes hands	"WASH YOUR HANDS"	Completes task without assistance
	(Water faucet child can reach)	Mech. Know-How II. E.4 Turns on/off water	a) "TURN THE WATER ON." b) "TURN THE WATER OFF."	Turns water on and off

ABACUS items that can be scored by observing children in GROUP ACTIVITIES

(Children in class)

	MATERIALS	Developmental Area and Test Item	Cue	Criteria														
ART - PASTING, CUTTING	(Dab of paste or glue, paper, picture)	Fine Motor I. B.15 Pastes/Glues	Model task and cue. "PASTE YOUR PICTURE ON THE PAPER."	Pastes picture to paper.														
	(Scissors, 4"x 4" construction paper)	Fine Motor I. B.21 Cuts with scissors	Present materials and cue. "CUT THE PAPER IN TWO."	Holds paper and cuts it in two.														
	(Scissors)	Safety II. F.4 Carries sharp object correctly	Lay scissors on table and cue. "TAKE THE SCISSORS TO THE _____"	Carries scissors by blade with point down.														
FINE-MOTOR: PEGS	(Pegboards, pegs, sized one inch or more.)	*Fine Motor I. B. 7 Pulls large pegs from board	Place full pegboard before child, model task and cue. "TAKE THE PEGS OUT."	Removes 3 pegs from board, one at a time.														
	(Pegboard with large one inch pegs)	*Fine Motor I. B. 8 Puts large pegs in board	Place empty pegboard before child, model task and cue. "PUT THE PEGS IN HERE"	Places at least 3 pegs in holes.														

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ABACUS items that can be scored by observing children in class

(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria											
FINE-MOTOR: PEGS, CONTD.	(Pegboard, small pegs)	Fine Motor I. B.10 Pulls small pegs from board	Place full pegboard in front of child. Model task and cue. "TAKE THE PEGS OUT."	Takes out at least 3 pegs, one at a time.											
	(Pegboard, small pegs)	Fine Motor I. B.11 Puts small pegs in board	Place pegboard and small pegs on table in front of child. Model task and cue. "PUT THE PEGS IN."	Picks up at least 3 pegs and places them in the holes.											
FINE-MOTOR: PUZZLES, FORMBOARDS, NESTING CUP	(6 piece interlocking puzzle)	Fine Motor I. B.20 Puts together interlocking puzzle	As child watches, take pieces out. Present puzzle. Cue. "PUT THE PUZZLE TOGETHER."	Puts puzzle together without assistance.											
	(Formboard with a circle, square,	*Fine Motor I. B.9 Places 4 shapes in formboard	Place board in front of child, remove forms. Hand forms to child one at a time. Cue.	Places 4 forms in matching space.											

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria
FINE-MOTOR: PUZZLES, FORMBOARDS, NESTING CUP, CONTD.	(4 nesting cups)	Fine Motor I. B.17 Nests 4 cups	Present nested cups, take apart as child watches. Cue. "PUT THE CUPS TOGETHER."	Correctly fits cups together.
FINE-MOTOR: BLOCKS	(Block or large bead)	Fine Motor I. B.3 Transfers object hand to hand	Hand child an object. Model task. Cue. "PUT THE BLOCK IN YOUR OTHER HAND."	Transfers object to hand without using table.
	(1 inch cubes)	*Fine Motor I. B.12 Builds 4 block tower	Model task and cue "MAKE YOUR BLOCKS LOOK LIKE THIS."	Stacks 4 blocks on top of each other to form tower.
	(6 one inch cubes)	Fine Motor I. B. 19 Builds block bridge	Model task and cue "MAKE YOUR BLOCKS LOOK LIKE MINE."	Makes bridge-like model.

ABACUS items that can be scored by observing children in GROUP ACTIVITIES
(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria											
FINE-MOTOR: BLOCKS CONTD.	(5 blocks or beads container)	*Fine Motor I. B.4 Picks up and releases object	Place object and container in front of child. Model task. Cue. "PUT THE BLOCKS IN HERE."	Puts 3 out of 5 objects into container.											
FINE-MOTOR: STRINGING BEADS	(Small objects-pegs, beads)	Fine Motor I. B.2 Uses pincer grasp	Place object in front of child. Model task. Cue. "PICK UP THE ____."	Picks up object using palmer grasp.											
	(4 large beads, string with reinforced tip)	*Fine Motor I. B.18 Strings large beads	Model with first bead and cue. "STRING THE BEADS."	Strings 3 beads.											
MOVEMENT: BALLS, AND BEAN BAG	(3 inch ball or Nerf ball)	Fine Motor I. B.1 Uses palmer grasp	Place objects on table in front of child. Model task Cue.	Picks up object using palmer grasp.											

ABACUS items that can be scored by observing children in GROUP ACTIVITIES
(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria												
MOVEMENT: TRIKES, OBSTACLE COURSE, AND INCLINED SURFACE	(tricycle, hard cement surface)	Gross Motor I. A.21 Pedals tricycle	Cue. "RIDE THE TRIKE."	Seats self on trike, pedals and steers without assistance.												
	(20 to 30 yard running course with two turns indicated by markers, e.g., cones, chairs, poles).	Gross Motor I. A.26 Runs course	Model task and cue. "RUN"	Runs course without falling or hitting markers. a) Runs b) Follows course without hitting markers 26.												
	(Inclined surface of 10-15°, 3 to 4 feet long)	Gross Motor I. A.18 Walks up and down incline surface	a) Place child at beginning of upward grade. Stand at end of upward grade. Cue. "WALK UP THE BOARD" b) Place child at beginning of dowaward surface. Stand at end of downward surface. Cue. "WALK DOWN THE BOARD."	Walks up and down incline surface without aids. a) b) 18.												

ABACUS items that can be scored by observing children in GROUP ACTIVITIES (Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria												
MOVEMENT: LARGE EQUIPMENT AREA	(Climbing apparatus having at least a 5-rung ladder and slide).	Gross Motor I. A.22 Climbs ladder and slides down the slide.	Stand at bottom of slide. Cue. "CLIMB UP THE LADDER AND GO DOWN THE SLIDE."	Climbs ladder and slides down slide without assistance.												
	(Walking beam no wider than 6 inches and at least 4 feet long)	Gross Motor I. A.23 Walks forward on balance beam	Model task. Cue. "WALK ON THE BOARD."	Maintains balance while walking on balance beam.												
	(Adjustable jump standard and bar)	*Gross Motor I. A.25 Steps over knee-high bar	Place bar at child's knee height. Stand on one side of bar and cue. "STEP OVER THE BAR."	Maintains balance while stepping over bar without assistance.												
	(Stairs with min. of 3 standard steps, rail optional)	*Gross Motor I. A.19 Walks up and down, alternating feet	Cue. "WALK UP THE STAIRS."	a.												
			Cue. "WALK DOWN THE STAIRS."	b.												
	163			19.									169			
	(same as above)	Self-Care II. F.3 Hesitates	Observe the child.	Hesitates and looks before												

ABACUS items that can be scored by observing children in GROUP ACTIVITIES
(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria												
		*Gross Motor I. A. 10 Walks independently	Stand 15 to 20 feet away from child. Cue. "WALK TO ME." a) with shoes	a) Walks to teacher without support or aids, with shoes												
			b) without shoes	b) without shoes												
				10.												
		*Gross Motor I. A.11 Bends at waist	Model task. Cue "DO THIS."	Bends from waist (knee flex acceptable), maintains balance and returns to full standing position.												
		Gross Motor I. A.15 Walks backwards	Model task, take several steps backwards. Cue. "WALK LIKE THIS."	Takes 4 to 6 steps backwards without falling down and without assistance.												

ABACUS items that can be scored by observing children in GROUP ACTIVITIES

(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria												
		Gross Motor I. A.16 Jumps in place	Model task of jumping in place. Cue. "JUMP LIKE THIS."	Jumps up 2 to 4 times, moving both feet at the same time.												
		Gross Motor I. A.20 Jumps forward	Model task of jumping forward with both feet together. Cue. "JUMP LIKE THIS."	Makes at least 3 forward jumps, keeping both feet together.												
	(Door)	Mechanical Know-How II. E.1 Pushes door to open or close	Take child to door and cue. "PUSH THE DOOR _____(OPEN/CLOSED)."	Pushes door open/closed (at least 18 inches) without assistance.												
	(Door)	Mechanical Know-How II. E.2 Pulls door to open or close	Take child to door and cue. "PULL THE DOOR _____(OPEN/CLOSED."	Pulls door closed/open (at least												
	(Door with knob)	Mechanical Know-How II. E.3	Take child to door, model task, and cue. "TURN THE KNOB AND	Turns door knob to open door without assistance.												

MOVEMENT: GOING FOR A WALK, CONTD.

ABACUS items that can be scored by observing children in GROUP ACTIVITIES (Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria											
MOVEMENT: GOING FOR A WALK, CONTD.	(Water fountain child can reach)	Mechanical Know-How II. E.5 Drinks from water fountain	Model and cue. "GET A DRINK."	Drinks from											
	(Street)	Safety II. F.2 Stops at curb and looks both ways	Accompany child, cue to stop at curb. "STOP."	Stops at curb.											
PLAY AREA: NECESSARY TOYS	(Toys of interest	*Socialization V. 8 Initiates own play activity	Observe the child. Cue. "LOOK AT THE TOYS."	Plays appropriately with toys without adult direction.											
	(Another child playing with toys; additional toys available)	Socialization V. 9 Engages in parallel play	Observe the child.	Plays appropriately with toys near another child but does not necessarily interact.											
	(Classroom or playground; other children)	Socialization V. 22 Initiates peer contact	Observe the child.	Approaches peer(s) and engages in acceptable interaction.											

XBACUS items that can be scored by observing children in GROUP ACTIVITIES

(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria												
PLAY AREA: NECESSARY TOYS, CONTD.	(Small toy with wheels, e.g., car, truck; flat surface)	Fine Motor I. B.5 Pushes wheel toy	Model task. Give object to child. Cue. "DRIVE THE _____." or "MOVE THE_____."	Pushes wheel toy.												
	(Stacking ring toy, rings may vary in size)	Fine Motor I. B.6 Puts rings on pegs	Take rings off peg. Model task. Cue. "PUT THE RINGS ON THE PEG."	Puts 3 rings on peg, if graduated rings are used, disregard size size differences.												
	(Cobbler's bench or similar pounding toy)	Fine Motor I. B.13 Hammers pegs	Model task and cue. "HAMMER THE PEG."	Hammers at least 2 pegs into holes.												
	(Jack in the Box with hand crank)	Fine Motor I. B.14 Rotates handle	Model task, present toy to child. Cue. "TURN THE HANDLE."	Rotates handle until toy pops out.												
	(Toys or snack items)	Socialization V. 14 Makes a choice	Present two things to child. Cue "HERE IS A __ AND [illegible]"	Chooses one thing and does not fuss when both												

ABACUS items that can be scored by observing children in GROUP ACTIVITIES

(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria												
	(Food or toys, other children.)	Socialization V. 17 Shares toys or food	Cue. "LET (name of other child) HAVE A (name of food or toy).	Shares toys or food without fussing or being aggressive toward other												
	(Other children at cooperative play level)	Socialization V. 23 Engages in cooperative play	Observe the child.	Engages in play with at least one other child, sharing toys and/or working out differences.												
	(Toys child has been playing with)	Socialization V. 11 Helps put things away	Cue. "HELP PICK UP THE TOYS."	Assists in putting toys away.												
INTO ROOM	(Familiar person)	Socialization V. 19 Initiates greeting	Child sees familiar person.	Initiates verbal greeting.												
	173	*Socialization V. 6 Responds	Cue.	Responds with a												

ABACUS items that can be scored by observing children in GROUP ACTIVITIES
(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria												
		*Socialization V. 7 Gives hug on request	Cue. "GIVE ME A HUG."	Gives hug.												
		*Socialization V. 18 Answers social questions	Cue. a) "WHAT IS YOUR NAME?" b) "ARE YOU A BOY OR A GIRL?" c) "HOW OLD ARE YOU?"	Verbally responds to all questions with appropriate answers.												
CHILD LEAVING PARENT	(Parent)	*Socialization V. 4 Separates from parent without crying	Take child from parent and have parent leave room.	May fuss momentarily but quiets.												
	(Waves bye-bye)	Socialiation V. 5 Waves bye-bye	Model task and cue. "BYE-BYE."	Waves hand and/or arm.												

ABACUS items that can be scored by observing children in GROUP ACTIVITIES

(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria											
TRANSITION TIME BETWEEN ACTIVITIES		Socialization V. 21 Makes transition between classroom activities	Cue appropriate to transition. Observe the child.	Responds to verbal directions. Changes activities without resistance or delays.											
		* Safety II. F.1 Avoids bumping into objects	Observe the child.	Moves about environment without running into objects.											
GROUP ACTIVITY (TEACHER-DIRECTED)	(Group time: story, sharing, music or any similar activity)	Socialization V. 15 Participates in group activity	Observe the child.	Joins in group activity.											
	(Other child in classroom)	Socialization V. 16 Waits and takes turn	Assess this during a group activity.	Waits and takes turn without fussing or being aggressive toward other children.											

ABACUS items that can be scored by observing children in GROUP ACTIVITIES
(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria												
BATHROOM		Toileting II. B.1 Fusses to have diaper changed	Observe the child.	Fusses when soiled and/or wet, to indicate soiled/ wet pants.												
		Toileting II. B.2 Indicates pants soiled/wet	Observe the child.	Indicates soiled/ wet pants by gesture or verbalization.												
		Toileting II. B.3 Verbalizes toilet needs	Observe the child.	Verbalizes need to use bathroom.												
		Toileting II. B.4 Stays dry/unsoiled during school day	Observe the child.	Remains dry/un-soiled during school hours; uses bathroom when needed; has established bladder/bowel control.												
		Toileting II. B.5	Observe the child.	Pulls down pants, sits, wipes, pulls												

ABACUS items that can be scored by observing children in GROUP ACTIVITIES

(Children in class)

ACTIVITY	MATERIALS	Developmental Area and Test Item	Cue	Criteria											
BATHROOM CONTD.		Toileting II. B.6 Takes self to toilet independently	Observe the child	Indicates needs, takes self to bathroom, completes tasks as in item 5, returns to room.											
	(Child's pull-on pants)	Dressing II. A.2 Removes pants	Child has on pants. Point to pants and cue. "TAKE OFF YOUR PANTS."	Takes off pants.											
	(Child's pull-on pants)	Dressing II. A.6 Pulls on pants	Lay pants on table near child. Point to pants and cue. "PUT ON YOUR PANTS."	Puts on pants (is not responsible for fasteners or zipper).											

APPENDIX A

5. Directions for Setting Up Entire Monitoring System

MANAGEMENT SYSTEM SUMMARY

PROJECT FIRST CHANCE

1. Do Assessment

   - A.B.A.C.U.S.

   - Communication Sample

2. Do each child's I.E.P.

3. Display wall chart of classroom's TOTAL I.E.P. Goals.

   - Goals to be monitored through INDIVIDUAL PROGRAMMING.

   - Goals to be monitored through GROUP PROGRAMMING.

   Keep wall chart up to date throughout the year (program suspended, program running and program completed).

4. Rearrange schedule allowing maximum number of individual slots.

5. Baseline ALL (approximately 4-6) programs to be taught through Individual Programs.

6. Return programs that you will not be teaching to child's file.

7. Continue baselining the programs that you will work on. Begin with 2-4 per child. Add on gradually.

   * Programs on wall chart of programs being run.

8. Display blank wall of maintenance checks (Form M-6a).

GETTING THE CLASSROOM READY FOR CLIPBOARD SYSTEM

1. Each clipboard should have a M-1 sheet on top.
   Remember 0's on M-1 will alert person to run program.
2. Have reinforcement inventory and communication competency sheets.
3. Each program that will be run should have a:
   - M-2 sheet
   - M-3 sheet
   - Copy of the curriculum attached (if possible)
   - Program Graph

   (the current M-3 should always be on top)

   (All papers pertaining to program should be clipped together.)
4. Include on each clipboard a blank individual Maintenance Sheet (M-6).

SETTING UP EACH CHILD'S CLIPBOARD OF INDIVIDUAL PROGRAMS

1. Begin baselining the program on which you will be working (from I.E.P. goals).

2. Do Baseline 1 - only the highest step and the highest unit in a backward fashion (D4, C3, B3, A1).

3. Do Baseline 2 on the step that you think you should teach (where an error occurred). You also may run Baseline 2 by running the exact step and units that were previously run in Baseline 1.

   * Hopefully, five days can occur between Baseline 1 and 2. Realistically, you may need to run Baseline 2 on successive days.

4. Take additional baselines until you have stable baseline - (baselines showing similar information).

5. On Baselines - don't meet criteria! (Child either knows it or he doesn't) - don't REINFORCE

6. Begin FIRST UNIT of the STEP that you decide to teach.

BASELINING PROCEDURES FOR INDIVIDUAL PROGRAMS

DAILY

1. Check if the criteria was met and if the criteria is appropriate (may need to modify).

2. Always fill in:

   a. the Step and Unit for the next day

   b. the opportunities that will be asked

3. Use the Comment Section.

SPOT CHECK

1. If the child is staying on a unit for a long period of time (more than 5-10 days), you will need to examine WHY. Check the reinforcers, the difficulty of the task, the selection of the task (is it boring, etc.).

2. Occasionally, you will need to PROBE ahead (if child seems to know material and you suspect he knows higher steps) or PROBE back (if he seems to have forgotten step already taught).

   * No Reinforcing during a PROBE.

DAILY UPDATING PROCEDURES OF INDIVIDUAL PROGRAMS

1. When the child has demonstrated proficiency of highest unit of highest step in Program, run POST BASE.

   - POST BASE is set up exactly as Baseline 1.

   - DO NOT Reinforce during POST BASE.

   - If child misses opportunity during POST BASE you may need to:

     a. rerun the POST BASE

     b. go back to missed step and proceed through program.

2. When child has all correct responses for POST BASE set up Maintenance checks - (1,3,6 and 10 weeks) after POST BASE DATE.

   - Fill in dates on child's Maintenance Check (M-6).

   - Fill in child's name, program and dates on wall chart (M-6a).

ENDING THE INDIVIDUAL PROGRAMS - POST BASE MAINTENANCE

1. LABEL -

   a. name
   b. program
   c. developmental area
   d. vertical axis (program unit)
   e. horizontal axis (date, teaching sessions - minutes)

2. ILLUSTRATE BASELINE PERIOD -

   Should have a stable baseline period. (Child does not have to meet criteria during baseline - he either has the behaviors or he doesn't.)

3. PLOT DATA FOR SESSION -

   Child acquires behavior when criteria are met.

   * Note - if criteria is twofold: e.g. child gets 3 correct for 3 session

   For one session, if child gets 3 correct - then child gets that unit for that particular day. Stay on this unit until the child has this for three days.

4. PUT } { TO NOTE LAPSE IN TEACHING DAYS

   Put a } { between two dates if 15 or more days have elapsed between teaching sessions. Draw a dotted vertical line up the graph, specify the number of days that have elapsed and the reason for such a large gap in the data.

5. If program is being maintained by next program in sequence, indicate on graph in maintenance section.

GRAPHING

1. As soon as a behavior is suspected of becoming a problem, or if a child has an unreasonably low rate of producing a behavior, pull an M-4a data sheet and do some A-B-C recording.

2. Bring this data (2-3 days worth) to the next staff meeting where the interfering behavior to be reduced or the socially desirable behavior to be enhanced is clearly defined, observation intervals are spelled out and data collectors identified.

3. Transfer the information developed above to the M-5, determine whether frequency or interval data is appropriate and begin the baseline. (If the behavior is a severe one that demands immediate attention, forget the baseline - go right on to changing the consequences.)

4. After 3-4 days of baselining, fill out the M-4 giving close consideration to antecedents and consequences. Be sure to emphasize increasing desirable behavior.

5. Summarize daily data on M-5A and graph the data concurrently.

6. When collecting data, be consistent - collect the data at the same time every day, the same amount of times each week.

APPENDIX A

6. Work Sheets for Monitoring Individual Programs

WORKSHEETS ON DATA COLLECTED IN INDIVIDUAL PROGRAMS

I. TRANSPARENCIES AND WORKSHEETS ON BASELINING AND UPDATING PROCEDURES USED ON THE M-3

A. PRESENT ENTIRE PROGRAM - discuss the heading on the form, simple baselines, meeting criteria for each unit, probing, and ending a program

1. TRANSPARENCY AND HANDOUT of RANDY

B. DISCUSS SIMPLE BASELINES - explain how to "set up" the baselines; have trainees "set up" the baselines correctly, then present examples and have the trainees find the errors

1. TRANSPARENCY AND BLANK M-3's for DAVID
2. HANDOUTS on SUSAN
3. HANDOUTS on ABEL
4. HANDOUTS on VIRGINIA

C. DISCUSS INITIAL PROGRAMMING - first have trainees "set up" baselines then discuss answers from transparencies and discuss where instruction would begin.

1. TRANSPARENCY AND BLANK M-3's for DEBBIE
2. TRANSPARENCY AND BLANK M-3's for MICHAEL
3. TRANSPARENCY AND BLANK M-3's for CYNTHIA

D. DISCUSS BASELINES WITH VARIOUS OPPORTUNITIES

1. TRANSPARENCY AND BLANK M-3's for RUSSEL
2. TRANSPARENCY AND BLANK M-3's for JIMMY

E. DISCUSS INSTRUCTIONAL PROGRAM HAVING VARIOUS OPPORTUNITIES

1. TRANSPARENCY AND BLANK M-3's for ANNA

II. WORKSHEETS FOR GRAPHING

A. HANDOUT a completed graph from data collected on the M-3's

B. HANDOUT completed M-3's for FRANK's program and graph the data

SAMPLE 1

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Child's Name: Randy

Program: I. Copies first letter in name

Criteria: 7 out of 9 correct for 3 days on each unit

Number of Units in Program: 8

Correctional procedure: "Look, try again". Prop.

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
∂ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
12	jl. / 6	FROG I	Base 1	C_1 0	B_3 0	A_3 0								
16	jl. / 5	I	Base 2	C_1 0	B_3 0	A_3 0								
30	sw / 9	A_1	Social	A ✓	∂	✓	✓	∂	✓	✓	∂	✓		
31	jl. / 8	A_1	Social	∂	✓	✓	✓	∂	✓	✓	✓	✓		(check criteria) (Day 1)
5	sw / 8	A_1	Social	∂	✓	✓	✓	✓	∂	∂	✓	✓	✓	(Day 2)
6	sw / 9	A_1	Social	✓	✓	∂	✓	✓	✓	✓	✓	✓		(Day 3)
7	jl. / 8	A_2	Social	∂	✓	✓	✓	∂	✓	✓	✓	✓		(Day 1)
8	sw. / 7	A_2	Social	✓	✓	∂	✓	✓	✓	✓	✓	✓		(Day 2)
9	jl. / 7	A_2	Social	✓	✓	✓	✓	✓	✓	✓				He got it! (Day 3)

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-J)

Child's Name: Randy

Program: Copies first letter in name

Criteria: 7 out of 9 correct for 3 days on each unit

Number of Units in Program: 8

Correctional procedure: "Look, try again." Prop

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
θ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
2	JP / 6	A_3	Social	✓	✓	✓	θ	✓	✓	✓	✓			Day 1
3	MS / 7	A_3	Social	✓	✓	✓	✓	✓	✓	✓	✓			SEEMS TO UNDERSTAND! Day 2
4	SW / 7	I B_3	Probe	✓	✓	✓	✓	✓	✓	✓				—
5	MS / 6	C_1	Social	θ	✓	✓	✓	✓	θ	✓	✓	✓	θ	Day 1
8	JP / 8	C_1	"	✓	✓	✓	θ	✓	✓	✓	0	✓	✓	Day 2
9	JP / 5	C_1	Water toy	✓	✓	✓	✓	✓	✓	✓	✓	✓		Liked water toy Day 3
10	FG / 7	C_1	"	✓	✓	✓	✓	✓	✓	✓				Ready for C_2
11	MS / 9	C_2		a ✓	θ	θ	✓	✓	✓	✓	✓	✓	✓	Day 1
12	JP / 10	C_2		✓	✓	✓	✓	θ	✓	✓	θ	✓	✓	Day 2

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Child's Name: Randy

Program: I Copies first letter in name

Criteria: 7 out of 9 correct for 3 days for each UNIT

Number of Steps in Program: 6 Units 5

Correctional Procedure: "Look, try again" Prop

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
Ø - Incorrect
∂ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
2-1		C_2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Day 3)
2-2		C_3	Social	✓	∂	∂	✓	✓	✓	✓	✓	✓	✓	(Day 1)
2-3		C_3		✓	✓	∂	✓	✓	✓	✓	✓	✓	✓	(Day 2)
2-4		C_3		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Day 3)
-11		PROG I	POST PLACE	C_3 ✓	B_3 ✓	A_3 ✓								
2 12			Main 1	C_3 ✓										
-7			Main 2	C_3										
-22			Main 3	C_3										
-28			Main 4	C_3										

SAMPLE 2

1) What's wrong with the data sheet?
2) What's the next updating procedure
3) Why is PROG I in step and unit colum

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Child's Name: David

Program: I. Cuts on a straight line

Criteria: cuts through 2 x's according to unit direct

Number of Units in Program: 8

Correctional Procedure: Nice Try! then manually assist.

Code:
Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓^ - Reinforcement
0 - Incorrect
0̸ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
2-3	Am / 6	PROG I	1 Base	B_6 / 0	A_2 / ✓^									
	/													
	/													
	/													
	/													
	/													
	/													
	/													
	/													

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206

PROBLEMS - (Baseline) 1. What is the error 2. What would you do on the next day?

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Child's Name: Susan

Program: I. Grasps and Releases Large Pegs

Criteria:

Number of Units in Program:

Correctional procedure:

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
a - Correctional Procedure

Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
		Base 1	B_3 ✓	A_3 0									
		Base 2	B_3 ✓	A_3 ✓									
	207												

PROBLEMS- (Baseline)

1. Look up this program in the Curriculum. What is wrong with it?
2. Set it up correctly

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Child's Name: Abel

Program: III. Adjacent puzzles

Criteria:

Number of Units in Program:

Correctional procedure:

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
∂ - Correctional Procedure

Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
		Base 1	A_1	A_2	A_3	A_4	A_5						
/		Base 1	B_1	B_2	B_3	B_4	B_5						
(		Base 2	A_1	A_2	A_3	A_4	A_5						
		Base 2	B_1	B_2	B_3	B_4	B_5						
	203												

PROBLEMS - (Baseline)

1. What is the error?
2. Set this up correctly.
3. What is the next day's procedure.

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Child's Name: Virginia

Program: I. Grasps and Releases Large Pegs

Criteria: _____

Number of Units in Program: _____

Correctional procedure: _____

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
a - Correctional Procedure

Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
		Base,	A1	B1	✓								

1) What does baseline data show?
2) What's the next updating procedure?

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

ld's Name: Debbie

gram: I Attends to name

teria: turns her head toward obj. on 3 consec. opportunities

ber of Units in Program:

rrectional procedure: turn childs head having noisemaker in sight

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓^ - Reinforcement
0 - Incorrect
θ - Correctional Procedure

Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
TR / 7	PROG I	1 Base	C_3 0	B_2 0	A_3 ✓								
TR / 6	I	2 Base	C_3 0	B_2 ✓	A_3 ✓								

1) What did we do on to teach 'D'
2) What is the next up dating procedure?
3) What is the little 'a' on 5-28?

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Child's Name: Michael

Program: I Walking up stairs

Criteria: Walks up stairs according to unit directions on 3 opp.

Number of Units in Program: 12

• Correctional Procedure: Model Task

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
⊖ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
3	Rm / 11	PROG. I	1 Base	E_2 0	D_2 0	C_2 ✓	B_2 ✓	A_4 ✓						
27	Rm / 10	I	2 Base	E_2 0	D_2 0	C_2 ✓	B_2 ✓	A_4 ✓						
28	Rm / 5	D_1	Social	A ✓	✓	⊖	⊖	a ✓	✓	✓				Has it! He's being very cautious.
29	Aw / 5	D_2	Social	✓	⊖	✓	✓							
3	Rm / 7	E_1	Social	⊖	✓	✓	✓							fade reinforcing
5	Aw / 6	E_2	Social	⊖	✓	✓	✓	✓						
	/													
	/													
	/													

Pass on Blank 11-5-80

WORKSHEETS - Baseline simple

Cynthia page 1

PROJECT FIRST CHANCE

Set up the baseline for this program.

Performance on Knowledge and Skills Program (M-3)

Child's Name: Cynthia

Program: II. Identifies and Reads Name

Criteria:

Number of Units in Program:

Correctional procedure:

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
a - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments

WORKSHEET 3- Baseline

Cynthia- page 2

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Fill in the answers and update. (P 0 C3 0 B3 0 A3 0)

Child's Name: _____

Program: _____

Criteria: _____

Number of Units in Program: _____

Correctional procedure: _____

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
0 - Correctional Procedure

te	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
			Base,	D	C3	B3	A3							

WORKSHEETS - Baseline

Fill in data + update. (0 0 0 0)

PROJECT FIRST CHANCE

Cynthia - page 3

Performance on Knowledge and Skills Program (M-3)

ild's Name: _____

ogram: _____

iteria: _____

mber of Units in Program: _____

orrectional procedure: _____

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
a - Correctional Procedure

Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
		Base 2	D	C_3	B_3	A_3							

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WORKSHEET- Baseline

1). Fill in & update for next day

PROJECT FIRST CHANCE

Cynthia - page 4

Performance on Knowledge and Skills Program (M-3)

2). Set criterion

d's Name: _____

ram: _____

eria: _____

er of Units in Program: _____

rectional procedure: _____

3). Continue with program

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
a - Correctional Procedure

Trea-ment Time	Step/ Unit	Rein-forcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
		A_1	A	A	A	A							

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WORKSHEETS- Baseline

Russel Page 1 - (Pairs to criterion of fluency)
showing various opportunities

Set up baseline

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Child's Name: Russel

Program: 1-1 Correspondence

Criteria:

Number of Units in Program:

Correctional procedure:

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
a - Correctional Procedure

Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments

Ryan

Russ page 2 PROJECT FIRST CHANCE

Fill in answers, and update

Performance on Knowledge and Skills Program (M-3)

Child's Name: Russel

Program: 1-1 Correspondence

Criteria:

Number of Units in Program: 8

Correctional procedure:

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
i) - Incorrect
∃ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
		B_4	Base 1	5	5	5	i	3	4	2				(By) Sets of 6-7 obj. (obj w/in sets same - T + S different. Present 5 objects sev. times, vary 1-5.
		A_4	"	5	5	5	3	2	4	1				Cue "Here are objects." Put — of your obj. here (A4) = T+S obj. same. Same as By.

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(all wrong)

PROJECT FIRST CHANCE

Russel - page 3

Performance on Knowledge and Skills Program (M-3)

ld's Name: _____

gram: _____

teria: _____

ber of Units in Program: _____

rrectional procedure: _____

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
∂ - Correctional Procedure

Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
	B_4	$Base_2$	5	5	5	1	3	4	2				(Fill in answers and update)
	A_4	$Base_2$	5	5	5	3	2	4	1				

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Russel page 4

PROJECT FIRST CHANCE

What would your criterion be for each step & unit?

Performance on Knowledge and Skills Program (M-3)

Child's Name: _____

Program: _____

Criteria: _____

Number of Units in Program: _____

Correctional procedure: _____

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
∂ - Correctional Procedure

2) make up answers & update.

ce	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
		A_1		A 1	1	1	A 2	2	2	1	2	2	1	(set up criterion, and correctional procedure)

SAMPLE 3

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

What I would you do on the next session?

Child's Name: Jimmy

Program: II Identifies Primary Colors

Criteria: Identifies ea. color 3 consec. x's with ea. distractor combination.

Number of Units in Program: 12

Correctional Procedure: "Look this is color name. Prop.

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
∂ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
15	Sw / 10	C_4	Base 1	R	Y	B								
				0	0	0								
	/	B_4	"	0	0	0								
	/	A_4	"	✓	0	✓								
30	Sw / 10	C_4	Base 2	R	Y	B								
				0	0	0								
	/	B_4	"	0	0	0								
	/	A_4	"	✓	✓	0								(He may have the color red)
0-2	Sw /													
	/													
	/													

Pass out blank M-3's; have trainees set up baseline. of these words:

PROJECT FIRST CHANCE up, car, claw, spoon, [illegible], bird, puzzle, [illegible], bird

Performance on Knowledge and Skills Program (M-3)

Child's Name: Anna - page 1

Program: T. Object Words

Criteria:

Number of Units in Program:

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
8 - Correctional Procedure

Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments

Anna's WORKSHEETS - shows program with various opportunities page 2.

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Child's Name: Anna

Program: I Object Words - (page 1) ← what would this be

Criteria: _____

Number of Units in Program: 6 ← what would this be

Correctional procedure: _____

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop. etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
( ) - Incorrect
∂ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
		CC	Base 1	cup	car	chair	spoon	paper	bike	puzzle	shoe	sock	block	Questions: 1. which words would you begin to teach?
		BB_3	"	○	○	○	✓	✓	○	✓	○	○	○	2. Why did we sample all of these?
		AA_2	"	○	○	○	○	✓	○	✓	✓	○	○	3. listen to the words that we [illegible] and set up the next
		CC	Base 2	○	○	○	○	✓	○	✓	✓	○	○	day's procedure.
		BB_3	"	cup										
		AA_3	"	○	○	○	○	○	○	✓	○	○	○	
				✓	○	✓	✓	✓	✓	✓	✓	○	✓	

ANN'S WORK SHEETS
page 3

PROJECT FIRST

Performance on Knowledge and

Child's Name: _____

Program: _____

Criteria: _____

Number of Units in Program: _____

Correctional procedure: _____

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
		AA1		cup A ✓	cup ⊖	car A ✓	car ✓	sp A ✓	sp ✓	cup ⊖	car ✓	sp ✓		1. Why did I put an A next to certain words?
														2. What does the i.b.y.i. stand for?
														3. What will your criterion (use one) (4 out of 5 correct for each
														4. Set up [illegible]

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Child's Name: _____

Program: _____

Criteria: 4 out of 5 correct for each word

Number of Units in Program: _____

Correctional procedure: _____

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, e
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
∂ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
		AA1		cup ✓	car 0	sp ✓	sp ✓	car 0	cup ✓	car ✓	cup 0	sp ✓	car ✓	
		AA1		cup 0	car ✓	sp 0	sp ✓	car 0	cup 0	can ✓	cup ✓	Sp 0	car 0	

1) [illegible] have met criterion for [illegible]
cup241 car [illegible] spoon

2) [illegible]

Set up for the next day.

Performance on Knowledge and Skills Program (M-3)

Child's Name: ANNA

Program: Ii Object Words

Criteria: 4 out of 5 correct for each word

Number of units in Program: 6

Correctional procedure:

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, et
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓' - Reinforcement
0 - Incorrect
∂ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
child had car - just need to set up for cup + spoon		AA1		cup ✓	sp 0	sp 0	cup ✓	cup ✓'	cup ✓'	sp ✓'	sp 0	sp ✓'	cup ✓	cup = sp =

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Child's Name: _____

Program: _____

Criteria: _____

Number of Units in Program: _____

Correctional procedure: _____

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
/ - Correct
√ - Reinforcement
0 - Incorrect
θ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
		AA_1		sp									->	(may want to go back and redo AA_1)
				√	θ	√	θ	√	√	θ	√	√	√	

ANNA'S WORKSHEETS
page 7
PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Child's Name: _____

Program: _____

Criteria: _____

Number of Units in Program: _____

Correctional procedure: _____

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
O - Incorrect
∂ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
want to be sure that he has this		Aft1	Probe	cup ✓	car ✓	spoon O								

part 8

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Child's Name: _____

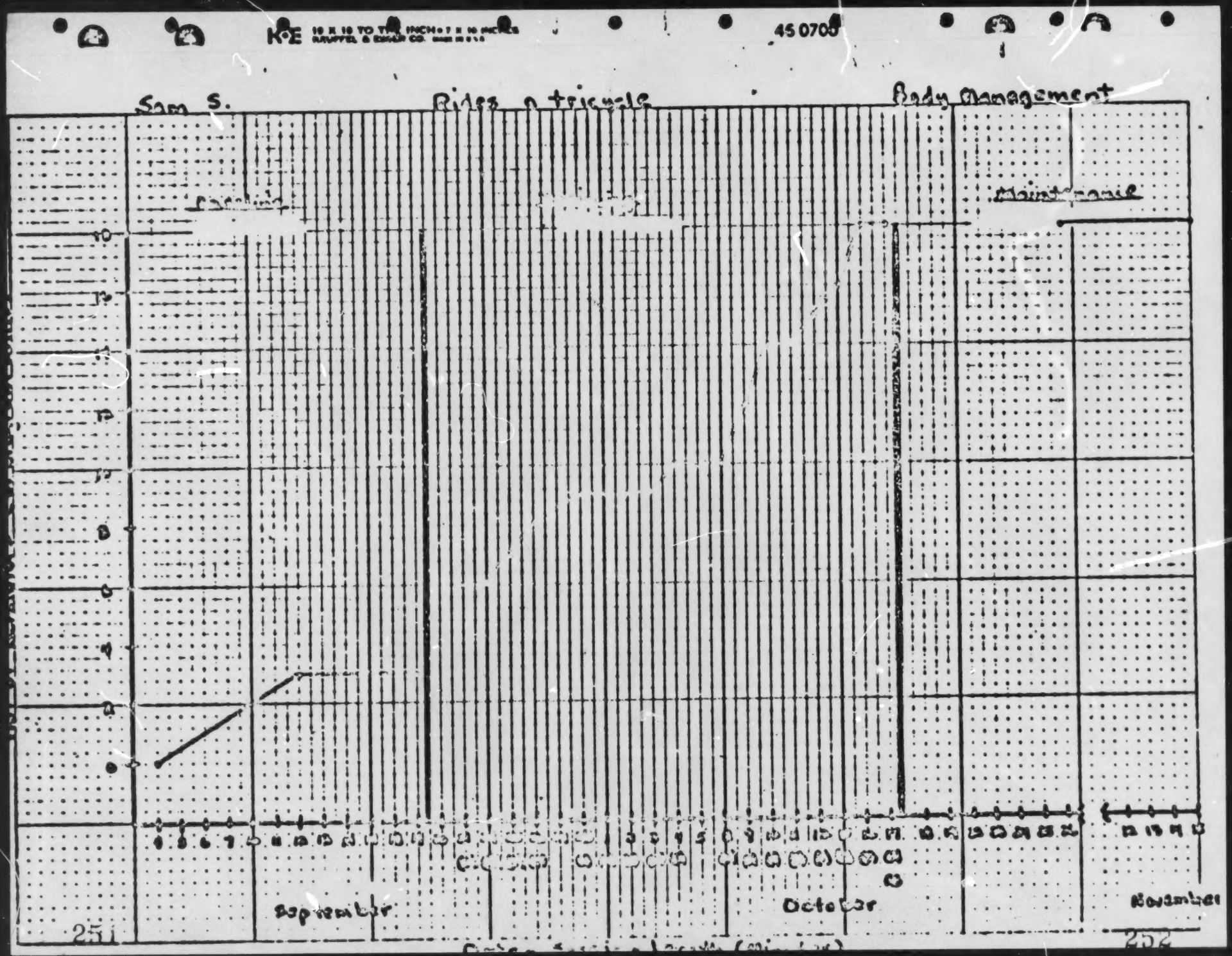
Program: _____

Criteria: _____

Number of units in Program: _____

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
θ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
														IF CHILD IS HAVING [illegible]
														1) Are you asking too many correct
														opportunities. Try working on
														just one word at a time.
														2) Are your reinforcers effect
														3) Is the activity itself
														reinforcing?


K&E 10 X 10 TO THE INCH • 7 X 10 INCHES
KEUFFEL & ESSER CO.
45 0700
Sam S.
Riley n tricycle
Body Management
Maint. cost
September
October
November
251
252

Original - one ditto WORKSHEETS - ENTIRE PROGRAM/ and GRAPH

PROJECT ~~FIRST CHANCE~~

Performance on Knowledge and Skills Program (M-3)

Child's Name: Frank - (Training Sample)

Program: II. Attends to teacher & task

Criteria: Unit 1: 8/10 correct responses for 3 consecutive days
Unit 2: 9/10 "

Number of Units in Program: _____

Correctional procedure: _____

* Note. change on 11/29

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
a - Correctional Procedure

ce	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
1	2i / 5	B3	Base 1	0	✓	0	0	0	0	0	✓	0	0	Why did she do 10 opportunities? Was this necessary?
0	2i / 5	A2	Base 1	✓	✓	0	0	✓	0	✓	0	0	0	Questions for graphing: 1.) Is it necessary to plot the time during baseline?
	6i / 3	B3	Base 2	0	0	0	0	0	0	0	✓	✓	✓	2.) If you took 2 days to do one baseline how many data points?
	6i / 3	A2	Base 2	✓	0	✓	✓	✓	✓	✓	0	0	✓	
	9i / 5	A1	smile/ give big hug	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	(A1 = 2 seconds) very simple - move on! (Is this alright?)
2	6i / 5	A2	record player	0	✓	✓	0	✓	✓	✓	0			(A2 = 5 seconds)
	Jn / 3	A2	smile hugs	✓	✓	✓								Day 1 Look at criterion - notice "consecutive"
	Jn / 5	A2	smile hug	✓	0	✓	0	0	✓					
	Jn / 6	A2	social	✓	✓	✓	✓	✓	0	✓	0			Why would you do A2 again? 254

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Original

WORKSHEETS - ENTIRE PROGRAM / GRAPH

page 2.

PROJECT FIRST CHANCE

Performance on Knowledge and Skills Program (M-3)

Child's Name: _____

Program: _____

Criteria: _____

Number of Units in Program: _____

Correctional procedure: _____

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
∂ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
11/8	JN / 7	A_2	Social	✓	0	✓	0	✓	0	0	✓	✓		used book, blocks, & mirror
11/15	JN / 5	A_2	Social, nuts	✓	∂	∂	✓	∂	∂	✓	∂	∂		(Why nuts as R+?)
11/16	JN / 8	A_2	nuts Social	✓	✓	✓	✓	✓	✓	✓	∂			
11/16	JN / 10	A_2	Social	✓	0	✓	✓	0	✓	✓	✓	✓		used balloon & nuts
11/11	JN / 5	A_2	tickles	✓	0	∂	0	0	✓					
11/21	JN / 5	A_2	Social	✓	✓	✓	✓	✓	✓	✓	✓			#1 (What does this mean)
11/21	JN / 10	A_2	"	✓	✓	✓	✓	✓	✓	✓	✓			(used balloon & wacci toy #2
11/21	JN / 6	A_2	"	✓	✓	✓	✓	✓	✓	✓	✓			#3 - Yeah!
11/28	JN / 6	B_1	"	✓	✓	✓	0	✓	0	✓				

Original

WORK SHEETS- ENTIRE PROGRAM/ CHILD

PROJECT FIRST CHANCE

page 3

Performance on Knowledge and Skills Program (M-3)

Child's Name: _____

Program: _____

Criteria: 5 out of 6 correct responses for 3 consecutive days

Number of Units in Program: _____

Correctional procedure: _____

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
a - Correctional Procedure

Tea-cher / Time	Step/ Unit	Rein-forcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
JN 8	B_1	social + nuts	0	✓	0	0	✓	0	✓				interfering behavior - change criteria to 5/6 correct
JN 5	B_1	social	✓	✓	✓	✓	✓	✓	✓				(#1) used truck & hat (NO NUTS)
JN 5	B_1	social	✓	✓	✓	✓	✓	✓					(#2)
JN 6	B_1	"	puzzle ✓	✓	✓	✓	✓	✓					(#3) Probe B_3
JN 6	B_3	Probe	✓	✓	✓	✓	✓						(Why probe?)
	B_3	Post Base	✓	✓	✓	✓	✓						
JP 6	A_2	"	✓	✓	✓	✓	✓						
JN 2	B_3	Main I	✓	✓									
JN 4	B_3	Main II	✓	✓									

Original

WORKSHEETS-ENTIRE PROGRAM/ GRAPH

PROJECT FIRST CHANCE

Page 4

Performance on Knowledge and Skills Program (H-3)

Child's Name: _____

Program: _____

Criteria: _____

Number of Units in Program: _____

Correctional procedure: _____

Code: Upper Box (Antecedents)
A - aid, complete (model, guidance, etc.)
a - aid, partial (prompt, prop, etc.)
P - Probe
Lower Box (Behavior Consequences)
✓ - Correct
✓ - Reinforcement
0 - Incorrect
θ - Correctional Procedure

Date	Teacher / Time	Step/ Unit	Reinforcer	Opportunities 1	2	3	4	5	6	7	8	9	10	Comments
2/12	JP / 4	B3	Main JT	✓	✓									
3/11	bf / 5	B3	Main JT	✓	✓									

APPENDIX A

7. Wall Charts for Tracking I.E.P. Goals for Total Class and Monitoring Group Programs

A RECORD OF EACH CHILD'S GOALS FROM I.E.P.'S (use large wall chart)

1. Use this to be sure that the present schedule is meeting the children's needs.
2. Circle the goals that are being monitored by a data system.

CHILDREN											
SURE that the munication prerequisites e been demonstrated.) Goals previously established that are to be met through INDIVIDUAL (INTENSE) PROGRAMMING. (The procedures for instruction have been clearly specified).											
Goals previously established that are to be met through GROUP (GENERAL) PROGRAMMING.											

WEEK OF: 9/15 to 9/19

(Initial if data was taken)

GROUP PROGRAMS	M	T	W	TH	F
Positive Physical Contact					
Play Behavior (Cooperative Play)					
Waiting - Taking Turns					
Taking off / Putting on					
Fastening / Unfastening					
Washing / Drying Hands					
Walking Backwards					
Riding Scooters - Trikes					
Balls - Bean Bags					
Balance Beam					
Incline Plane					

WEEKLY RECORD OF GROUP PROGRAMS

WEEK OF: _____

(Initial if data was taken)

GROUP PROGRAMS	M	T	W	TH	F

APPENDIX A

8. Ideas on Scheduling/ Activities

Flexibility

Be flexible in your teaching so that you can meet individual child needs. Daily modifications may need to be made depending on the child's interests, affect, physical condition, etc.

Ignoring Behavior

Depending on the child and the behavior, you may need to ignore inappropriate behavior that occurs during teaching. How to ignore a child's behavior varies for individual children, but physically turning your body or face away from the child is effective. As soon as the child is again focusing on the task at hand, teaching should proceed.

Time Out

Time out refers to removing the disruptive child from the learning situation. With young handicapped children, this can often be done by turning the child so that his chair faces away from the group. When the child has quieted, he should return to the group and be reinforced for appropriate behavior.

Orchestrating the Classroom

From the assessment and the I.E.P. process each child in the classroom has prioritized goals. To assure that all children in the classroom are provided with opportunities to accomplish their individual goals, the daily classroom schedule must incorporate in a meaningful way individual programming, group programming, and other activities, e.g. special guests, field trips, films, assemblies. Such a schedule must utilize a variety of programming options. To provide a well balanced school day with optimal opportunities for learning a schedule must reflect the special needs of all the children in the preschool classroom. This section focuses on how to orchestrate the classroom or organize the school day.

1. Selecting the Components. The first step is to determine the basic components of the school day. Most half-day developmental preschools have a daily schedule that incorporates an opening period, gross motor time, snack time, bathroom break(s), arts and crafts period, music time, story time, fine motor activities, readiness activities, and interactive play periods. For young handicapped children additional components may need to be added such as physical/occupational therapy and speech therapy. In planning, the teacher should select those components which are most viable for her particular group of young handicapped children.

A planning sheet consisting of a list of possible components and space to fill in the approximate time to be spent on each component is given in Figure 6. Using this planning sheet, select the basic components necessary to meet the educational goals of the children, and

Figure 6

PLANNING A SCHEDULE

Approx. amount of time	Components
	*Circle- - opening exercises which vary in content from day to day or week to week. *Interactive Play - a play area where children interact with peers using teacher-structured materials and activities, e.g. dramatic play centered around a theme, woodworking, kitchen, block building. *Movement - gross motor activities in either an indoor or outdoor setting; may also include physical/occupational therapy exercises. *Snack - fruit juices-natural sugars only, milk, popcorn, dried fruit, granola, etc. *Bathroom - as schduled with group or according to individual toileting schedule. *Activity Table - children work at one or several activity tables; activities generally focus on fine motor and preacademic tasks. *Small Groups - children work in small groups on individual and group programs; content of activities vary but usually focus on communication and preacademic tasks. *Story - simple picture books, flannel boards, hand puppets/ finger puppets. *Music - action songs, finger plays, rhythm band. *Rest/Relax - low lights, mats, listening to soft music, relaxing exercises. *Flex-Time - a time when any of the above activities or special experiences (field trips, special guests; etc.) can be planned; activities vary from day to day. *Special Needs Therapy - speech therapy, occupational therapy, physical therapy.

*Individual Programming can be scheduled during this component.

REMEMBER that a UNIT Approach may be incorporated within the daily schedule.

specify the amount of time to be spent on each component. The list of components on the planning sheet is not exhaustive, so you may need to develop and select other components to meet the unique need of your children.

2. Arranging the Components. The second step is to arrange the components on the schedule. At Project First Chance the basic components of the schedule remain stable from week to week, although the activities vary from day to day to enhance learning and facilitate generalization.

A blank schedule is given in Figure 7. List the components in order, and give the time for each component. This classroom schedule must reflect the goals and learning styles of the children. In planning a schedule, consider the following questions:

- Does the schedule allow for the children's I.E.P. goals to be met?
- Is the length of time for activities appropriate for the children?
- Do the activities vary in intensity (amount of responses required by each child)? Does each child rotate between intensive 1 to 1 and group activities?
- How many staff/volunteers are necessary to implement the schedule?
- Are the staff/volunteers being used wisely? Are the staff's strengths and abilities matched to the children's needs?

3. Scheduling Individual Programming. The third step in developing a workable classroom schedule is to plan and schedule the individual programming. In order to schedule the individual programming, the staff must determine for each child how much time is needed for individual programming. The amount of time needed will vary for each child depending upon his stated goals and learning style. For example, the amount of individual programming will be considerably less than for a child whose goals are targeted in the areas of higher-level communication and socialization than for a non-verbal, physically-involved child. The I.E.P. delineates the individual programs each child is to focus on and should aid in determining the amount of time necessary for individual programming.

A sample schedule is presented in Figure 8. In the sample, nine students are in the classroom, and there is one teacher, one aide, and one volunteer on Mondays and Thursdays. Each time individual programming is scheduled "I" is written to signify individual programming and the child's name is given. In some cases the task or program is also specified.

Planning A Schedule

The daily schedule is a reflection of the classroom philosophy.

A. Determine Priorities

1. How much teacher-directed time is needed by each child?

2. How much child-directed time should be alloted to each child? (Child-directed time is that time when the child chooses freely from activities provided in a structured setting.)

3. How much individual time must be alloted to each child throughout the day? Be sure to include this total number of slots in your daily schedule.

B. Establish Activities

1. Determine all of the possible time slots needed during the daily program.

2. Fill in the slots that must remain stable (i.e., bathroom, snack, etc.)

3. Build around stable activities according to the needs of the children and the resources available.

C. Check Effectiveness

1. Be sure that a balance exists throughout the day of active and passive activities.

2. Be sure that the staff is being used wisely. The responsibilities of large and small groups and individual programs should be evenly divided and mixed and matched according to the children's need and the staff's abilities to meet these needs.

Classroom _____ Figure 7 Code: I = Individual Programming

Week of _____ CLASSROOM SCHEDULE G = Group Programming

( ) = Put initials of assigned staff

Time	Components	Monday	Tuesday	Wednesday	Thursday	Friday

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PROJECT FIRST CHANCE

CLASSROOM SCHEDULE

8:45	Arrival Morning Place *Individual Programs*
9:00-9:15	Breakfast Morning Place *Individual Programs*
9:15-9:25	Circle Time Orientation
9:25-9:40	Language I (3 language groups *Individual Data Taken*
9:40-9:45	Meet at Rug
9:45-10:05	Interaction Time (rotation of 2 groups)
10:10-10:40	Movement/Music/Dramatic Play (rotation of 2 groups)
10:40-10:55	Language II (3 language groups *Individual Data Taken*
10:55-11:00	Meet at Rug
11:00	Lunch
11:25	Dismissal

Individual Programs	Time	Activity	Staff
	8:00 to 8:30	Preparation, Review of day's schedule	
I I	8:45	Meeting Place	
I	9:00	Morning Place Breakfast	
I	9:20	Circle Time	
	9:30	Communication Groups iii	
I I	9:45	Activity Table	
I	10:05	Movement Groups I, II (Rotation between the two)	
		Bathroom	
		Meet at rug	
	10:30	Communication Groups iii	
I	10:45	*Flex Time	
	11:00	Lunch	
	11:25	Dismissal	

*Flex time will include various activities throughout the week (dramatic play area, music, movie, story, etc.).

SCHEDULE OF DAY'S ACTIVITIES

Session_____

Days _____

*Code:

* = INDIVIDUAL PROGRAM

/n = SMALL GROUP

T = TOTAL GROUP

0 = FREE PLAY EXPERIENCE

*Note

Activities usually requiring more responses from the child

less responses required

Approximate time slots	Code	1. Are the children's I.E.P. goals being met here? Which ones?	2. Is the length of time appropriate? Too long? Too short?	3. How many people are needed to implement this activity? As many as are currently being utilized?	4. Are th activities being rota (those requiring hi responses compared t those requ ing low re sponses?

A VIEW OF EACH CHILD THROUGHOUT THE DAY

This chart can be used as a check on the daily schedule. It can give an observer a good idea of what is happening to <u>each</u> child while he is participating in a typical school day.

CODE:

* = Individual program being run using pre-planned program (data should be taken)
X = Individual attention being given to child (walks, story, etc.)
/ = Teacher-directed Group Experience with high frequency of responses required from child (pasting, stringing, painting, etc.)
' = Teacher-directed Group Experience with very little responses required of child (passive activity such as circle time, music activity)
O = Free play (child choosing responses)

POINTS TO EXAMINE:

- How does each child move through the day?
- Is the programming too stimulating? Does the child have quiet times following intense programming? Likewise, is the attention being received during Individual programming being scattered throughout the day?
- How often and what type of group is the child being exposed to?

Time Slots							
CHILD							
	CODE						
	COMMENTS						
Time Slots							
CHILD							
	CODE						
	COMMENTS						
Time Slots							
HILD							
	CODE						
	COMMENTS						
HILD							
	CODE						
	COMMENTS						

UTILIZATION OF STAFF

This chart can be used to determine how efficiently your staff is being used.

*CODE:

*Ideally, as many teachers as possible should be pulling for individual programming during each time slot

* = Running individual program with pre-planned program (cues, and procedure written on M-2)
X = Individually attending to child (walking, sitting with child, etc.)
/ = Supervising, or helping with small group activity (teacher-directed, including self-help skills)
' = Supervising, or helping with TOTAL group activity
0 = Monitoring Free Play

TIME SLOTS									TOTAL INDIVIDUAL TIME
STAFF									
	CODE								
	COMMENTS								
TIME SLOTS									TOTAL INDIVIDUAL TIME
STAFF									
	CODE								
	COMMENTS								
TIME SLOTS									TOTAL INDIVIDUAL TIME
STAFF									
	CODE								
	COMMENTS								

SELECTION OF ACTIVITIES AIMED AT SKILL AND CONCEPT GROWTH IN BASIC DEVELOPMENTAL AREAS

Are the planned activities meeting the NEEDS of the children???

BASIC DEVELOPMENTAL AREAS

1. BODY MANAGEMENT
   a. Gross Motor
   b. Fine Motor
2. SELF-CARE
   a. Dressing
   b. Toileting
   c. Grooming
   d. Eating
   e. Mechanical Know-How
3. COMMUNICATION
   a. pre-requisites
   b. receptive skills
   c. expressive skills
4. PRE-ACADEMICS
   a. Thinking skills
   b. Reading skills
   c. Math skills
   d. Writing skills
5. SOCIALIZATION

LEARNED EXPERIENCES

All are taught and learned through SENSORY EXPERIENCES

-visual
-auditory
-tactile
-kinesthetic
-olfactory

Communication and Socialization can be taught through individual programming; however, it is necessary to EMPHASIZE them throughout the day!

Body Management, and Pre-Academics are often taught by the means of art activities, music activities, motor activities, etc.

For each activity scheduled throughout the day, it should be questioned:

1. WHAT SKILL OR CONCEPT ARE YOU TRYING TO DEVELOP BY USING THIS ACTIVITY?
2. WHAT SENSORY EXPERIENCES ARE YOU PROVIDING TO AID IN THIS SKILL DEVELOPMENT?
3. IS THIS ACTIVITY APPROPRIATE TO THE LEVEL OF THE GROUP?
4. DOES YOUR CHOICE OF ACTIVITY REFLECT A CHANGE OF EXPERIENCES?

(Are you using different materials or the same materials in different ways to teach the necessary concepts?)

Sample Classroom Schedule
(Individual Programming only)

Time	Components	Monday	Tuesday	Wednesday	Thursday	Friday
8:45	Meeting Place/ Interactive Play	I Jose, Julie – Toileting →				
		I Misty Toileting →				
		I - Duane			I Frankie	
9:00	Circle					
9:10	Small Groups	I Frankie, Gordo, Misty →				
9:30	Activity Table	I Anna, Chuck, Mario →				
		I Jose, Julie			I Jose, Julie	
9:50	Snack	I Mario, Anna – Eating →				
		I Gordo-Eating			I Gordo-Eating	

10:05	Bathroom	I Anna, Jose, Misty - Toileting →				
0:15	Movement	I Gordo I Anna - Action Words	I Mario, Julie	I Anna - Action Words	I Gordo I Mario, Julie	I Anna - Action Words
0:35	Small Groups (Communication)	I Jose, Julie → I Misty, Gordo			I Misty, Gordo	
0:55	Activity Table/ Interactive Play	Jose (speech therapy) I Duane → I Chuck	I Mario	I Misty	Jose (st) I Anna	I Gordo
1:15	Music	Gordo, Mario (physical therapist) I Julie	Misty (speech therapy)	Gordo, Mario (pt) I Chuck (jn)	Misty (st) I Julie	Gordo, Mario (pt)
1:30 1:45	Flex-Time	I Jose - Toileting → I Frankie I Anna		I Frankie	I Anna	I Frankie

Week of _____ Sample Classroom Schedule

Time	Components	Monday	Tuesday	Wednesday	Thursday	Friday
8:45	Meeting Place/ Interactive Play	I Jose, Julie Toileting (jn) →				
		G Play Behavior (gl) →				G Greetings (gl)
		I Misty - Toileting (jn) →			I Frankie (fj) →	
		I Duane (fj)				
9:00	Circle	G Waiting Turn (gl, jn)	G Participating in Activity (gl, jn)	G Waiting Turn (gl, jn)	G Participating in Activity (gl, jn)	G Waiting Turn (gl, jn)
9:10	Small Groups	I Frankie, Gordo, Misty (jn) →				
		G Location Words (gl)	G Id + Labels Colors (gl)	G Id + Labels Colors (gl)	G Location Words (gl)	G Visual Memor
		G Obj + Act Utt. (fj)			G Obj + Act Utt. (fj)	
9:30	Activity Table	I Anna, Chuck, Mario (gl) →				
		I Jose, Julie (fj)			I Jose, Julie (fj)	
		G Cutting (jn)	G Sewing (jn)	G Cutting (jn)	G Stringing (jn)	G Cooking (jn)
9:50	Snack	I Mario, Anna - Eating (jn) →				
		I Gordo - Eating (fj)			I Gordo - Eating (fj)	
		G Snacktime (gl) →				

10:05	Bathroom	I Anna, Jose, Misty- Toileting (gl) →				
		G Toileting (jn) →				
10:15	Movement	I Gordo (fj)			I Gordo (fj)	
		I Anna - Action Words (gl)	I Mario, Julie (gl)	I Anna - Action Words (gl)	I Mario, Julie (gl)	I Anna - Action Words (gl)
		G Throw, Catch (jn)	G Riding Trikes (jn)	G - Playground Equip (jn)	G Throw, Catch (jn)	G Playground Equip (j
10:35	Small Groups (Communication)	I Jose, Julie (jn) →				
		I Misty, Gordo (fj)			I Misty, Gordo (fj)	
		G - Follow Directions (gl)	G Follow Directions (gl)	G Attribution (gl)	G Attribution (gl)	G Following Directions
10:55	Activity Table/ Interactive Play	I Duane (gl) → Jose (speech therapist)			Jose (st) →	
		I Chuck (gl)	I Mario (gl)	I Misty (gl)	I Anna (gl)	I Gordo (gl)
		G Puzzles (jn)	G Stringing (jn)	G Pasting/Gluing (jn)	G Puzzles (jn)	G Play Behavior (j
11:15	Music	Gordo (physical therapist)	Misty (speech therapist)	Gordo (pt)	Misty (st)	Gordo (pt)
		I Julie (fj)		I Chuck (jn)	~~I Julie (fj)~~	
		G Action Songs (gl)		G Action Songs (gl)	visitor from	
11:30 11:45	Flex-Time	I Jose Toileting (jn) →			the desert museum	
		I Frankie (jn)		I Frankie (jn)	~~I Anna (fj)~~	I Frankie (jn)
		I Anna (fj)	G Id First Name (gl)		11:15 - 11:45	
		G Story Time (gl)	G Matching (jn)	G Story Time (gl)		G Matching (jn, gl)

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Note that individual programs are run throughout the entire school day. They may be run in conjunction with the group, e.g. working with Anna on "Action Words" during Movement; or programs may be run in a 1-to-1 setting separate from the group, e.g. working with Chuck on "Cutting" while the other children are at the activity table.

It is not necessary to specify which program(s) should be run with a child on the classroom schedule. The Monthly Program Sheet (M-1) (Systematic Data Monitoring, p. 34 on the clipboard) indicates which programs to run each day. Not specifying the program allows a staff member working with an individual child to run more than one program during an individual programming period. On Monday at 10:35 in the sample schedule, the staff member who is working with Jose may find Jose is "really cooking", and she may be able to run several of Jose's individual programs during this period.

At Project First Chance the classroom schedule with the individual programming times specified remains the same from week to week. Therefore, the sample schedule in Figure 8 is reproduced so the teacher does not have to recopy the same information each week.

4. Scheduling Group Programming and Assigning Staff. The final step in completing the schedule is to schedule group programming and assign staff. As with individual programming the amount of time needed by each child for group programming must be determined. This time will vary for each child depending upon his stated goals and learning style. The I.E.P. delineates which group programs individual children are participating in and will aid in determining the amount of time necessary for group programming.

Using this information, schedule the various group programs. For each group program write "G" to note group programming and write the name of the program. It is not necessary to note the names of the children in the group because this information is specified on the Group Program Data Sheet (MG-1) (Systematic Data Monitoring, p. 79).

Like individual programming, group programs are run throughout the day. Not every program is run every day, for group programs by definition do not require the intensive teaching that individual programs do.

In addition to scheduling group programs, the staff (including volunteers) needs to be assigned to various individual and group programs. The staff assigned to a specific program is noted by placing the staff's initial in parentheses. At Project First Chance when staff are assigned to a program this assignment also carried the responsibility of planning the activity in the case of group programs, or organizing the materials for individual programs. An exception to this rule, however, is made for new volunteers. Therefore, in assigning staff it is crucial to match the staff's strengths and abilities with the student's needs.

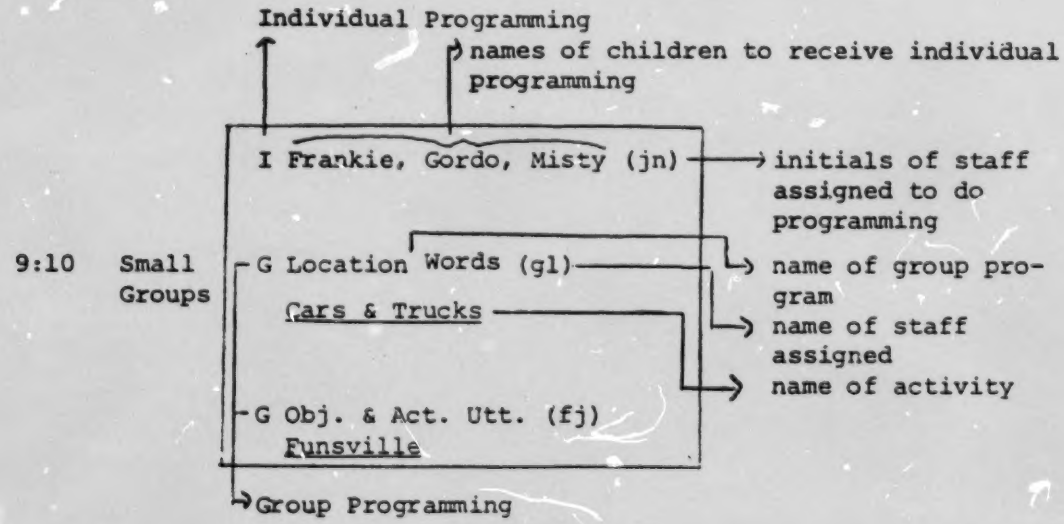
A completed sample classroom schedule is given in Figure 9. In the completed schedule group programs have been specified as well as staff being assigned for both individual and group programs.

In the sample (gl) is the teacher, (jn) is the aide, and (fj) is the volunteer. It is important to note that both the aide and the volunteer run individual as well as group programs. At Project First Chance, the volunteers have been very successful in running individual programs and have enjoyed the 1-to-1 interactions.

Also, note in the sample that a special guest has been scheduled for Thursday from 11:15-11:45. The individual programs have been crossed out and no group programs have been scheduled.

In addition to the information on the schedule, some teachers may want to note the name of the activities that goes with different group programs. For example, during Activity Table at 9:30 the cutting activity for Monday might be Making Paper Sack Vests, and for Wednesday might be Making Happy Faces.

The Small Groups time slot at 9:30 on Monday is detailed below. Blanks for filling in each group activity are provided as well as a description of each item in the time slot.



The completed classroom schedule can be posted on the wall or any other place where it can be easily seen. It can also be submitted to the school principal in lieu of a plan book since it provides the necessary information for planning and orchestrating a classroom.

Orchestrating the classroom is crucial to successful implementation of this preschhol curriculum. Initially, a great deal of teacher effort must go into planning a smooth running school day, but the

process described in the preceding steps should help facilitate such planning. Implementing such a schedule should provide opportunities for children in the classroom to meet their educational goals.

APPENDIX A

9. Monitoring Teacher Behaviors

Critiquing the A.B.C.'s

Video tapes can be an extremely effective tool to monitor one's performance with children. Listed below are questions that viewers can answer concerning teacher-child interactions. In addition, viewers should think of and discuss alternative methods that might have been tried in each situation.

A. Managing the Antecedents

1. Did the teacher remove extraneous, distracting material?
2. Did the teacher arrange the situation to facilitate responding (sit at the child's level; handle materials effectively to eliminate distractions)?
3. Did the teacher obtain the child's attention before she gave the instruction?
4. Did the teacher provide a brief explanation or command?
5. Did the teacher cue the child consistently?
6. Did the teacher correspond the instructions to the child's receptive language level?
7. Did the teacher model, aid, prompt, and/or use fading appropriately?

B. Managing the Behaviors

1. Did the teacher reinforce appropriate behaviors?
2. Did the teacher ignore minor misbehaviors?
3. Did the teacher follow through with application of if__then__ contingency statements?
4. Did the teacher withdraw attention, privledges or reinforcers when undesirable behaviors occurred?
5. Did the teacher label between pauses (tell the child waht she was doing)?
6. Did the teacher use open-ended questions?

C. Managing the Consequences

1. Did the teacher allow the child sufficient time to perform the task
2. Did the teacher use correction procedures consistently (e.g., correction given in a matter-of fact manner)?
3. Did the teacher select meaningful reinforcers for the instructional activity?
4. Did the teacher give social reinforcement naturally and with enthusiasm?
5. Did the teacher reinforce appropriate behavior including approximations toward target behaviors?
6. Did the teacher provide reinforcers immediately?
7. Did the teacher use a thinned schedule of reinforcement for acquired tasks?

TEACHER VERBAL BEHAVIOR

The teacher's verbal behavior has massive impact upon behaviors of the children. In general, it is important for the teacher to use clear, concise language. At times it is advisable to use only one word or short phrases. While adjusting the task to the current level of the child, reinforcement is paired with good or correct response or attempt to respond. Since consistency is the key to success, the teacher must carefully monitor her own verbalizations over time and varying activities.

The following "rules of thumb" therefore, must be considered as the teacher plans to implement the daily schedule of activities.

SITUATIONS

A. Large Groups (circle time, music, rug time, snack time, lunch table, relax time)

B. Small Groups (instructional groups, i.e. language, interaction time)

C. Structured Play (morning place, outdoors, PT room)

D. Transitions (lunch line, hallways, bus, bathroom)

E. One to One (individual instruction or baseline)

TEACHER'S VERBAL BEHAVIOR

A. Large Group - During the times the children are all together, inappropriate behaviors are most likely to occur. Therefore, the teacher must be very consistent in the following:

1) Establishing and maintaining eye contact with each child the teacher is talking to;

2) Talking slowly. Give specific directions, stated clearly in simple sentences.

3) Increasing volume so that each child can hear directions given. Varying volume, pitch and rhythm will sustain child's interest.

4) Giving child(ren) time to respond. Wait for the desired response. Be patient.

5) Giving command to a given child only twice. Prop child through response if child does not comply after two requests.

6) Minimizing off-task comments to other teaching staff during the teaching activity.

7) Ignoring minor misbehavior and reinforcing what child(ren) are doing correctly.

B. Small Group - Instructional groups with 2 to 5 children require the positioning of children, so that the child(ren) needing the most attention and proping is placed nearest to the teacher. In addition to placing only the materials necessary in front of each child, task responses are adjusted for each child. For small group, teachers verbal behavior cues include:

1) Giving instructional cues clearly and concisely. Cue for attention, "Ready, Look." before giving directions.

2) Adjusting teacher talk and directions to receptive language level of each child in group.

3) Giving instructions or commands only twice and then prop child through response.

4) Using "When-Then" contingency statements where needed with individual children in group.

5) Avoiding too much teacher talk or talking when children are interacting with peers or materials.

6) Avoiding over use of reinforcer "Good Talking."

7) Using lots of expression in voice. Be a "ham." Children naturally learn more quickly when words are said with exaggerated vocal and facial expression.

8) Using gestures where needed to help add meaning.

C. Structured Play - Play and creative dramatics provide experiences for social interactions both child to child and child to teacher, while emphasizing concept development and vocabulary building. These activities are more relaxed so the teacher must consider:

1) Using fewer directives and more open ended questions.

2) Serving as a language facilitator (using opportunities to implement critical words of our curriculum
"help"
"give me"
"no"
"in, out, under"
"more.")

3) Giving child opportunities to practice speech and language in real situations.

4) Employing parallel talk, self-talk, elaboration and explansion to elicit more language experiences for the child(ren).

D. Transitions - Change of pace activities require the teacher to carefully structure the movement flow and direction of children. The teacher will be responsible for:

1) Providing simple, clear directions.

2) Cueing child(ren) with extra voice, facial, expressions and/or gestures.

3) Proping child(ren) who do not respond or comply in order to avoid losing children or plugging into misbehaviors.

E. One to One - These direct teaching opportunities must be designed to leave the child with a feeling of success in mastery of basic developmental skills. Care must be taken to encourage child while not to frustrating a child by overworking him. The teachers verbal behavior is key to the basic instructional planning (M-2) sheet.

1) Cueing instructions are designed prior to the instructional period. The teacher must be familiar with the program to be run.

2) Planning for expanding the range or varying of the instructional cues i.e. "find the," "show me," or "point to."

3) Reinforcing with labelled praise and confirmation of how excited and pleased the teacher is about a child's successes must be given in natural, but enthusiastic manner.

4) Baselining procedures are not reinforced.

DETERMINING THE RELATIONSHIP BETWEEN THE CHILD'S BEHAVIOR AND THE TEACHER'S CONSEQUENCES

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Determining the Relationship Between the Child's Behavior and the Teacher's Consequences

Name of child being observed: _____ Purpose for observation: _____

Date: _____ Setting: _____

Time sample: _____

OBSERVATION CODE

(CHILD'S BEHAVIORS)

☺ = compliance or child behaving appropriately

☹ = child behaving inappropriately DEFINE IF POSSIBLE!!!!

(TEACHER'S BEHAVIORS)

VA = Verbal attention (NEUTRAL STATEMENT to child being observed)
VA+ = Verbal attention (POSITIVE STATEMENT to child being observed)
VA- = Verbal attention (NEGATIVE STATEMENT to child being observed)

PA = Physical attention given to child being observed
N = Teacher NEAR enough to child to touch child
X = Lack of attention

* CONTINUE RECORDING THE TEACHER'S BEHAVIOR UNTIL:

THE CHILD'S BEHAVIOR CHANGES!

Example:		
☺		N VA+ X
☹		PA VA-
293		300
= total ☺		= total ☹
		Tally final teacher behavior on summary sheet

Determining the Relationship between the Child's and the Teacher's Behaviors

The Initial Observation Sheet for Interfering Behavior or Socially Desirable Behavior Sheet (M-4a) is used to record the antecedents, behaviors and consequences that are occuring between the child, the child's peers and the child's teachers. One difficulty involved in collecting this data is that it is impossible for an observer to manually record all of the exchanges. Often a teacher is specifically interested in how she/he is consequating the child's behavior since the consequences will either maintain, increase or decrease the frequency of the behavior. Although a teacher has minimal control over other's attending behaviors, she/he has total control of the most important -- his or her own!

An observer can be instrumental in presenting the teacher with a non-biased report of the child and the teacher's behaviors. The Determining the Relationship between the Child' Behavior and the Teacher's Behavior Sheet has a code which can aid the recorder to focus on the teacher's consequences (specifically, the teacher's attending behavior).

Code for Recording the Child's Behavior

In general, a child's behavior can be considered by an observer as being appropriate or inappropriate. To expedite the recording, a simple code is used:

= the child behaving appropriately (attending, following directions, etc.)

= the child behaving inappropriately (non-compliance, interfering behaviors)

The same behavior in different situations could be considered appropriate or inappropriate depending on the teacher's expectations. Looking around the room at snack time would be noted as while looking around the room after a teacher has told the child to look at him or her would be noted as .

Code for Recording the Teacher's Behaviors

The teacher's attending behavior following a child's behavior may fall into one of the following categories:

<u>direct attention</u> (either positive, negative, or neutral verbal statements to the child and/or physical contact made with the child)

<u>nearness to the child</u> (not necessarily including direct attention) Proximity to the child may influence the child's behavior; thus, it is included as one of the teacher's behaviors to note.

<u>lack of attention</u> (no verbal statements or physical contact made with the child)

To record the teacher's behaviors the following code is used:

VA = any NEUTRAL verbal statement directed to the child (e.g. "John, sit over here" or "John you're sitting next to Mary".)

VA+ = any POSITIVE verbal statement directed to the child (e.g., "Fantastic! You gave me the red one" or "I like the way you're sitting".)

VA- = any NEGATIVE verbal statement directed to the child (e.g., "No! Don't throw the ball in here" or "Stop kicking!")

PA = any physical contact made with the child

N = nearness to the child (near enough for the teacher to touch the child)

X = an absence of verbal or physical attention to the child after a minimum of 20 seconds

Record the child's behavior and continue to record all of the pertinent teacher's responses on one line until THE CHILD'S BEHAVIOR CHANGES! When the child's behavior changes, drop to the next line on the observation form and begin recording the child's behavior or and the teacher's responses to it.

Summary

REMEMBER! The primary purpose of the code is to AID the observer to record the exchanges occuring between one child and the teacher.
ANY ADDITIONAL INFORMATION THAT CAN BE NOTED - SHOULD BE NOTED! Explanations, such as "kicked Anna" will help explain . Next to VA- you may want to write "Not now". This information may prove to be very helpful when the teacher and the observer begin to interpret the data.

Questions about the "Determining the Relationship Between the Child's and the Teacher's Behavior" Sheet

1. What relationship are you interested in if you are using this form?

   a) a child and his peers b) a child and his teacher

2. What seems to most affect the frequency of a child's behavior?

   a) the antecedents of that behavior b) the consequences of that behavior

3. Teacher attention following a child's behavior will probably:

   a) increase b) decrease c) maintain
   the frequency of that behavior

4. Who writes on the "Determining the Relationship Between the Child's and the Teacher's Behavior" Sheet?

   a) the teacher (while working with the child) b) an observer

5. Who interprets the data after it has been recorded?

   a) the observer b) the teacher c) both the observer and the teacher

6. How many children is the observer taking data on?

   a) as many as are displaying interfering behaviors
   b) just one child
   c) as many as the observer can record at one time

7. How many teachers is the observer taking data on?

   a) as many as are interacting with the child
   b) one particular teacher

8. How many ☺ or ☹ can you have on one line?

   a) 1 b) 2 c) as many as are needed until you run out of space

9. How many teacher's responses could you have on one line?

   a) 1 b) 2 c) as many as are needed

10. When do you begin recording on the next line?

   a) when the teacher issues a command
   b) when you run out of space
   c) when one exchange has occured between a teacher and a child (one child behavior and one teacher behavior)
   d) when the child's behavior changes

Code the following:

Children's Behaviors

1. = John has his hands in his lap, is looking at his teacher, waiting for instructions.

2. = Mary (who often runs down the hall screaming) is walking quietly down the hall with the teacher.

3. = Susan just threw her fork across the room at Frank.

Teacher's Behaviors

1. = The teacher has just walked over to Margaret.

2. = For the last three minutes, Margaret has been playing in the kitchen area with some other children. The two teachers are across the room working on individual programs.

3. = The teacher has just walked over to Margaret and has said, "Dynamite! You just made a beautiful picture."

4. = The teacher who is across the room has just said, "Margaret, come here".

5. = The frowning teacher who is near Margaret, has reached over and is now holding Margaret's hands, saying, "Learn to keep your hands to yourself".

Read the following and code the information. Be sure to code only the exchanges related to the child you are wishing to observe and the teacher.

1. You are observing: the teacher and Susan

1a. Susan is sitting on the floor playing quietly with the blocks. The teacher is sitting next to her.

1b. Susan is getting on the floor playing quietly with the blocks. The teacher is sitting next to her. The teacher looks at Susan and says "You must really like these blocks".

1c. Susan is sitting on the floor playing quietly with the blocks. The teacher is sitting next to her. The teacher looks at Susan and says "You must really like these blocks". Susan smiles and says "You bet". The teacher reaches over and tickles Susan with one of the blocks.

2. You are observing: the teacher and Susan

2a. Susan is sitting on the floor playing with some dolls. She is next to Tricia, another child that is playing with another doll. The teacher is sitting about 10 feet away working on an individual program with Frank.

2b. Susan is sitting on the floor playing with some dolls. She is next to Tricia, another child that is playing with another doll. The teacher is sitting about 10 feet away working on an individual program with Frank. Tricia reaches over, grabs Susan's doll and says "I want it." Susan looks up as if she is going to cry.

2c. Susan is sitting on the floor playing with some dolls. She is next to Tricia, another child that is playing with another doll. The teacher is sitting about 10 feet away working on an individual program with Frank. Tricia reaches over, grabs Susan's doll and says "I want it." Susan looks up as if she is going to cry. The teacher, who has seen the entire episode, walks over to Susan and Tricia, touches Tricia and says "We don't grab in this classroom".

2d. Susan is sitting on the floor playing with some dolls. She is next to Tricia, another child that is playing with another doll. The teacher is sitting about 10 feet away working on an individual program with Frank. Tricia reaches over, grabs Susan's doll and says "I want it." Susan looks up as if she is going to cry. The teacher, who has seen the entire episode, walks over to Susan and Tricia, touches Tricia and says "We don't grab in this classroom". Susan picks up another doll and begins to play with it. The teacher walks over to Susan, reaches down and pats her head and says, "Look how nicely Susan can play with the doll".

2e. Susan is sitting on the floor playing with some dolls. She is next to Tricia, another child that is playing with another doll. The teacher is sitting about 10 feet away working on an individual program with Frank. Tricia reaches over, grabs Susan's doll and says "I want it." Susan looks up as if she is going to cry. The teacher, who has seen the entire episode, walks over to Susan and Tricia, touches Tricia and says "We don't grab in this classroom". Susan picks up another doll and begins to play with it. The teacher walks over to Susan, reaches down and pats her head and says, "Look how nicely Susan can play with the doll". Susan looks up and throws the doll, and begins crying.

Summary of Observation Sheet for
Determining the Relationship Between the Child's Behavior and the Teacher's Consequences

Name of child being observed: _____ Purpose for observation: _____

Date: _____ Setting: _____

Time sample: _____

By filling in the appropriate areas listed below, a teacher can better understand the relationship presently existing between the child's behavior and the teacher's attention.

A _____ = (the number of times that the teacher DID A to ☺ behaviors / = (the total number of ☺ behaviors

C _____ = (the number times that the teacher DID NOT A to ☺ behaviors / = (the total number of ☺ behaviors

B _____ = (the number of times that the teacher DID NOT A to ☹ behaviors / = (the total number of ☹ behaviors

D _____ = (the number of times that the teacher DID A to ☹ behaviors / = (the total number ☹ behaviors

INTERPRETATION OF THE DATA

1) Convert the fraction in the above boxes to decimals by dividing the bottom number INTO the top number. Get percentages. Now circle the two highest percentages.

2) If Boxes A and/or D are over 50%, it means that the teacher is PAYING ATTENTION to the child's behaviors.
(BOX A) - ATTENTION to ☺ will probably INCREASE the number of times that the child is ☺ .
(BOX D) - ATTENTION to ☹ will probably INCREASE the number of times that the child is ☹ .

3) If Boxes B and/or C are over 50%, it means that the teacher is NOT PAYING ATTENTION to the child's behaviors.
(BOX B) - NO ATTENTION to ☹ will probably DECREASE the number of times that the child is ☹ .
(BOX C) - NO ATTENTION to ☺ will probably DECREASE the number of times that the child is ☺ .

4) Which two boxes should probably be over 50%?

SUMMARY

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The consequences of behaviors MUST have one of the following effects:

1) it will MAINTAIN the frequency of occurrences
2) it will INCREASE the frequency of occurrences
3) it will DECREASE the frequency of occurrences

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REMEMBER - TEACHER ATTENTION FOLLOWING A BEHAVIOR WILL PROBABLY INCREASE THAT BEHAVIOR!!!

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS

PRESCHOOL MODEL DEMONSTRATION PROGRAM

TEACHING BEHAVIOR INVENTORY

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Teaching Behavior Inventory

OVERVIEW: TEACHING BEHAVIOR INVENTORY

The TEACHING BEHAVIOR INVENTORY has been designed to assist in monitoring the quality of the classroom instruction and provide feedback to the teaching staff as to the interaction of the teacher with the students. This rating scale is to be used by the program supervisor and/or master teacher with each member of the teaching staff who interacts with the child, including parents and other classroom volunteers. The basic elements or teaching competencies necessary to the operation of a Project First Chance classroom are sampled through the observation of teaching performance.

This inventory consists of a record form, profile, and analysis of behavioral criteria to be used with the rating scale. It is recommended that each staff member be formally observed at regular intervals throughout the academic year, so that teaching competencies reviewed may be developed and maintained over time.

In addition to the coded observation ratings, the observer provides an explanation of specific ratings and suggestions for change or improvements of instruction as feedback to the individual teacher observed immediately after each observation is made. This feedback may be given either at an appropriate break in the teaching schedule or at the end of the school day. Such feedback should be given in a one to one fashion, private in a corner of the classroom away from other staff. This procedure should provide an opportunity for direct personalized inservice focusing on the individual needs of the staff member observed. Suggestions generic to all staff may also be discussed during the weekly planning conference reviewing child progress.

During each observational period the observer makes specific notes on the one page Record Form, regarding the activity observed. These noted will provide reference data to assist in selecting the observation code, number, or rating on the inventory. While the data obtained in ten minute samples should be a sufficient, this time period may be extended to cover an entire instructional activity from the beginning to the close of a lesson. Observations should be scheduled with a variety of activities and with differing children, so that the consistency of teaching performance can be monitored over time; which providing an opportunity to sample all of the items on the inventory.

At the end of each observational period the observer should immediately rate the observation using the inventory scale (5 to 1) observational code. Notes taken during the observational period may be compared or contrasted to the behavioral criteria listed for each item in the appendix of TEACHING BEHAVIOR CHARACTERISTICS. This comment section of the inventory may be used to expand a given item. Page 6 of this inventory provides a section for documenting additional information not directly coded within the behavioral items.

For items not observed or not applicable during a given observational period, a line should be drawn through the coding column, with "NO" or "NA" noted in the comment column.

As each observational period is completed the responses are compiled on the Profile Sheet. Marks for a given observational period are connected with a colored line. A different color is assigned to each observational period.

The Modified Teaching Behavior Inventory provides a short form for the process, adapted for use especially for parents in home teaching programs. This short form may also be used in the classroom for interium observations with staff, or with volunteers and student teachers who do not have direct responsibility for reviewing child progress data or updating programs (Section VII in the TBI).

ARIZONA BEHAVIOR ANALYSIS TEAM
PROJECT FIRST GRADE

Teaching Behavior Profile

Outstanding	Very Good	Good	Fair	Poor
Almost Always	Mostly	Sometimes	Rarely	Almost Never
5	4	3	2	1

Observation Code

Observation Period

I. SETTING

A. Removes unnecessary, distracting material from visible the instructional setting.

B. Arranges situation to facilitate responding (e.g., size of child's level; handling of materials effectively to eliminate distraction, is controlled by teacher and focuses on task.)

II. PLANNING

A. Uses information from assessment measures in planning.

B. Selects materials appropriate to the instructional program.

C. Selects activity appropriate to the level of the child.

D. Sequences materials for use before beginning instruction.

E. Presents materials in accordance with directions for specific instructional activity.

F. Adjusts plans and expectations as necessary.

G. Uses the task analysis process.

H. Writes instructional objectives.

III. MANAGING THE SITUATION

A. Examines child's attention before giving instruction.

B. Provides brief explanation or commands.

C. Uses child consistently according to program instructions.

D. Corresponds instructions to child's receptive language level.

E. Models appropriate responses to task.

F. Uses appropriate visual, verbal, or physical aid when necessary to initiate response.

G. Uses partial aids and props to initiate responding.

H. Rearranges teaching materials to avoid child responding to position of irrelevant item(s).

I. Provides additional aid if child becomes frustrated during task opportunities.

J. Fades aids appropriately.

K. Makes child aware of contingencies of reinforcement for correct responses (e.g., if ___ then ___ instructions when needed).

L. Sustains attention among children when working with group of children.

IV. MANAGING BEHAVIOR

A. Catches the child being good.

B. Avoids unnecessary use of "No."

C. Consistently reinforces appropriate behavior which is incompatible to behavior to be eliminated. (e.g., facially desirable vs. interfering behaviors.)

D. Ignores minor misbehaviors.

E. Avoids threatening child.

F. Avoids reasoning in anger.

G. Tells child why he is being punished and what must be done to gain positive reinforcement.

H. Follows through with application of if ___ then ___ contingency statements to interfering behavior.

I. Uses mild punishment of withdrawing attention from child (e.g., "time out self") for behavior not to be ignored.

J. Withdraws privileges or reinforcers when undesirable behavior occurs.

K. Uses time out in a matter-of-fact manner removing child to time out area for short time period (2-3 minutes).

L. Uses physical restraint only when misbehavior is harmful to the child and others.

NAME: _____ ROLE: ___teacher ___parent

___aid ___volunteer

OBS: ___Observation Period I DATE: ___

___Observation Period II ___

___Observation Period III ___

___Observation Period IV ___

___Observation Period V ___

** 9 = Some Teaching Behavior Inventory to indicate level of teaching performance

* Low item analysis for behavioral emphasis

Observation Code

Observation Period

V. MANAGING THE CONTINGENCIES

A. Selects meaningful reinforcers for instructional activity.

B. Reinforces appropriate behavior (e.g., including approximations toward target behaviors).

C. Provides immediate verbal reinforcer for appropriate responses.

D. Gives social reinforcers naturally with enthusiasm.

E. Uses timed schedule of reinforcement accented tasks (e.g., intermittent reinforcement).

F. Provides edible or tangible reinforcers if necessary to initiate or maintain child performance.

G. Pairs verbal or social reinforcers with other tangible or activity reinforcers.

H. Pairs knowledge of correct results with verbal reinforcer where possible.

I. Allows child sufficient opportunity (time) to perform task.

J. Uses correction procedures consistently (e.g., correction is given in matter-of-fact manner).

VI. KEEPING RECORDS

A. Records individual daily progress using assigned coding system (e.g., clipboard data sheets).

B. Records correctly each child's opportunity for responding (e.g., ✓ ○ ⊘).

C. Records baseline on instructional activity.

D. Records teaching probes (both ahead and back).

E. Records mastery/maintenance checks.

F. Notes alternatives or branches in teaching procedures on data form and comments section.

G. Notes child reaching criterion level.

H. Completes all clipboard forms properly.

VII. EVALUATING CHILD PROGRESS

A. Analyzes essential details from daily performance data.

B. Evaluates child's difficulties in observable terms.

C. Modifies instructional activities on basis of daily performance data.

D. Establishes criterion levels for tasks based on baseline data or daily performance (e.g., determines amount of practice session per instructional activity).

E. Asks for assistance in updating program as per need.

F. Updates program information based on review of behavioral analysis

ARIZONA BEHAVIOR ANALYSIS MODEL
PROJECT FIRST CHANCE

TEACHING BEHAVIOR PROFILE

NAME: _____

**OBSERVER(S) _____

_____

_____

_____

_____

ROLE: _____ teacher _____ parent
_____ aid _____ volunteer

KEY: _____ Observation Period I DATE: _____
..... Observation Period II _____
_ _ _ Observation Period III _____
_._._ Observation Period IV _____
_____ Observation Period V _____

** 0 = Uses Teaching Behavior Inventory to indicate level of teaching performance.

* See item analysis for behavioral criteria

Outstanding	Very Good	Good	Fair	Poor
Almost Always	Mostly	Sometimes	Rarely	Almost Never
5	4	3	2	1

OBSERVATION CODE

OBSERVATION PERIOD

I. SETTING						
A. Removes extraneous, distracting material from within the instructional setting.						
B. Arranges situation to facilitate responding (e.g., sits at child's level; handling of materials effectively to eliminate distraction, is controlled by teacher and focuses on task.)						
II. PLANNING						
A. Uses information from assessment measures in planning.						
B. Selects materials appropriate to the instructional program.						
C. Selects activity appropriate to the level of the child.						
D. Readies materials for use before beginning instruction.						
E. Presents materials in accordance with directions for specific instructional activity.						
F. Adjusts plans and expectations as necessary.						
G. Uses the task analysis process.						
H. Writes instructional objectives.						

Outstanding	Very Good	Good	Fair	Poor
Almost Always	Mostly	Sometimes	Rarely	Almost Never
5	4	3	2	1

III. MANAGING THE ANTECEDENTS						
A. Obtains child's attention before giving instruction.						
B. Provides brief explanation or commands.						
C. Cues child consistently according to program instructions.						
D. Corresponds instructions to child's receptive language level.						
E. Models appropriate response to task.						
F. Uses appropriate visual, verbal, or physical aid when necessary to initiate response.						
G. Uses partial aids and props to initiate responding.						
H. Rearranges teaching materials to avoid child responding to position of stimulus item(s).						
I. Provides additional aid if child becomes frustrated during task opportunities.						
J. Fades aids appropriately.						
K. Makes child aware of contingencies of reinforcement for correct response (e.g., if ___ then ___ instructions when needed).						
L. Rotates attention among children when working with group of children.						

Outstanding	Very Good	Good	Fair	Poor
Almost Always	Mostly	Sometimes	Rarely	Almost Never
5	4	3	2	1

IV. MANAGING BEHAVIORS					
A. Catches the child being good.					
B. Avoids unnecessary use of "No."					
C. Consistently reinforces appropriate behavior which is incompatible to behavior to be eliminated. (e.g., Socially desirable vs. interferring behaviors.)					
D. Ignores minor misbehaviors.					
E. Avoids threatening child.					
F. Avoids punishing in anger.					
G. Tells child why he is being punished and what must be done to gain positive reinforcement.					
H. Follows through with application of if ___ then ___ contingency statements to interferring behavior.					
I. Uses mild punisher of withdrawing attention from child (e.g., "time out self") for behavior not to ignored.					
J. Withdraws privileges or reinforcers when undesirable behavior occurs.					
K. Uses time out in a matter-of-fact manner removing child to time out area for short time period (2-5 minutes).					
L. Uses physical restraint only when misbehavior is harmful to the child and other.					

	Outstanding	Very Good	Good	Fair	Poor
	Almost Always	Mostly	Sometimes	Rarely	Almost Never
	5	4	3	2	1
V. MANAGING THE CONSEQUENCES					
A. Selects meaningful reinforcers for instructional activity.					
B. Reinforces appropriate behavior (e.g., including approximations toward target behaviors).					
C. Provides immediate verbal reinforcer for appropriate response.					
D. Gives social reinforcers naturally with enthusiasm.					
E. Uses thined schedule of reinforcement acquired tasks (e.g., intermittent reinforcement).					
F. Provides edible or tangible reinforcers if necessary to initiate or maintain child performance.					
G. Pairs verbal or social reinforcers with other tangible or activity reinforcers.					
H. Pairs knowledge of correct results with verbal reinforcer where possible.					
I. Allows child sufficient opportunity (time) to perform task.					
J. Uses correction procedures consistently (e.g., correction is given in matter-of-fact manner).					

	Outstanding Almost Always 5	Very Good Mostly 4	Good Sometimes 3	Fair Rarely 2	Poor Almost Never 1
VI. KEEPING RECORDS					
A. Records individual daily progress using assigned coding system (e.g., clipboard data sheets).					
B. Records correctly each child's opportunity for responding (e.g., ✓ ✓ O ⊖).					
C. Records baseline on instructional activity.					
D. Records teaching probes (both ahead and back).					
E. Records mastery/maintenance checks.					
F. Notes alternatives or branches in teaching procedures on data form and comment section.					
G. Notes child reaching criterion level.					
H. Completes all clipboard forms properly.					
VII. REVIEWING CHILD PROGRESS					
A. Analyzes essential details from daily performance data.					
B. Evaluates child's difficulties in observable terms.					
C. Modifies instructional activities on basis of daily performance data.					
D. Establishes criterion levels for tasks based on baseline data or daily performance (e.g., determines amount of practice needed per instructional activity).					
E. Asks for assistance in updating programs as per need.					
F. Updates program information based on criterion assessment measures.					

PROJECT FIRST CHANCE

Name: _____

Observer: _____

TEACHING BEHAVIOR INVENTORY RECORD FORM
*See item analysis for behavioral criteria

10 Minute Time Sample: ___ to ___
Type of Instructional Activity _____
_____
_____

Role: _____Teacher _____Parent
_____Aide _____Volunteer

Observation Period # _____

Date: _____

I. SETTING:

II. PLANNING:

III. MANAGING THE ANTECEDENTS:

IV. MANAGING BEHAVIOR:

V. MANAGING THE CONSEQUENCES:

VI. KEEPING RECORDS

VII. REVIEWING CHILD PROGRESS:

Comments/Suggestions:

TEACHING BEHAVIOR CHARACTERISTICS

PROJECT FIRST CHANCE

TEACHING BEHAVIOR CHARACTERISTICS

*Item Analysis of Behavioral Criteria

I. SETTING:

A. Removes extraneous, distracting material from within the instructional setting.

(5)	(3)	(1)
*instructional area is ready for the activity with no distractors visible or within close reach of child. All other instructional material is stored in place. *physical conditions of work area are set in accordance with child's needs (social, cognitive, safety, etc.)	*instructional area is ready for programmed activity, but some material that is not needed for the specific activity program is also at hand.	*instructional area is cluttered with toys or other objects in easy reach. *materials unrelated to the specific program are also within the work area.

B. Arranges situation to facilitate responding (e.g., sits at child's level; handling of materials effectively to eliminate distration)

(5)	(3)	(1)
*follows program outline systematically in organizing instructional area. *readies all materials for the instructional activity including child-size chair and other such equipment. *teacher sits next to or across from child in best position to attain child's attention. *teacher moves chair, table or materials to make it easier for child to respond. *teacher makes sure the physical setting or equipment does not defeat the child.	*follows program outline for setting up instructional area. *organizes physical arrangement prior to the instructional period.	*follows no systematic set-up procedure.

Teaching Behavior
Characteristics (Cont.)

II. PLANNING

A. Uses information from assessment measures in planning.

(5)	(3)	(1)
*is able to obtain general recommendations for instructions from assessment profile data. *is able to outline general needs statements.	*is able to use some assessment information in planning individual programs	*is unable to utilize the assessment data profile in planning for individual programs.

B. Selects materials appropriate to the instructional program.

(5)	(3)	(1)
*implements activities which motivate constructive self-generalized behaviors in child in each developmental area: body management, self-care; communications, preacademics; and socialization. *utilizes variety of instructional resources in planning to facilitate meeting lesson objectives according to individual program plans.	*uses variety of materials during instructional activity.	*uses some material in same way for extended period of time. *obvious lack of planning and time spent in preparing materials.

C. Selects activity appropriate to level of the child.

(5)	(3)	(1)
*each instructional activity scheduled is reflective of individual child's needs. *instructional activities are developed in accordance with entry assessment. *instructional program based upon priorities set forth in the I.E.P. *uses materials that are attractive to child.	*daily plan reflects some awareness of areas of the child's needs. *uses developmentally appropriate materials.	*instructional activity does not appear to be in keeping with child's needs or abilities. *uses materials with no apparent purpose.

Teaching Behavior
Characteristics (Cont.)

II. PLANNING (CONT.)

D. Readies materials for use before beginning instruction.

(5)	(3)	(1)
*reviews outline of teaching procedures for knowledge and skills (M-2) before gathering materials and setting up teaching situation. *knows instructions for presenting task. *knows correction procedure and cue. *knows exactly how to handle correct and incorrect responses.	*reviews outline of teaching procedures before each instructional activity. *has materials and teaching situation in order.	*sporadically reviews outline of teaching procedures. *unsure of instructional cues and correction procedures.

E. Presents materials in accordance with directions for specific instructional activity.

(5)	(3)	(1)
*follows systematic procedure of presenting appropriate instructional materials. *follows logical sequence in presenting instruction gradually increasing degree of difficulty. *knows criteria for learning task and adheres to them while teaching the task.	*follows basic program outline for instructional activity. *presents materials as directed in curriculum program.	*follows no systematic procedure.

F. Adjusts plans and expectations as necessary.

(5)	(3)	(1)
*pinpoints specific skills in five developmental areas and adapts programs to identified needs of child. *uses branching, slicing back a specific instructional procedure to match needs of child. *probes ahead to check for skill mastery. *continually tries to find difficulty level that is just right for child.	*is able to make "on the spot" decisions about immediate instructional activity only.	*adheres to specific lesson plan, disregarding changes in child's needs.

Teaching Behavior
Characteristics (Cont.)

II. PLANNING (CONT.)

G. Uses the task analysis process.

(5)	(3)	(1)
*analyzes instructional task outlining components of the instructional activity into steps and units. *programs daily instructional activities in terms of materials, procedures and task responses.	*utilizes prepared task analyzed skill sequences in selecting and preparing instructional activity.	*does not break down tasks in daily instructional program into teaching sequences.

H. Writes instructional objectives.

(5)	(3)	(1)
*pinpoints specific skill needs in each developmental area. *defines long range goals as well as short term objectives. *gives general recommendations for instruction. *writes instructional objectives, including behaviors, conditions, and criteria for learning.	*writes statements of general needs. *defines general goal statements for activities.	*unable to write specific instructional objective for assessment profile.

III. MANAGING THE ANTECEDENTS

A. Obtains child's attention before giving instruction.

(5)	(3)	(1)
*establishes attending behavior before presenting materials or tasks. *uses "attending signals" consistently (ready, look). *uses process of shaping to teach attending behavior. *maintains minimal attention required to complete learning tasks. *uses techniques such as pacing, gestures, facial expressions, pauses, and novelty to achieve and maintain attending behavior.	*recognizes and strives for attending behavior. *defines "attending signals" (ready, look at me)	*is unable to recognize attending behavior. *does not use "attending signals."

III. MANAGING THE ANTECEDENTS (Cont.)

B. Provides brief explanation or commands.

(5)	(3)	(1)
*gives instructions clearly in natural voice, with emphasis on important components. *gives instructions as indicated on program sheet, but personalizes the command with enthusiastic delivery. (gives concisely stated command.	*gives instructions as indicated on program sheet. *instructions are clearly stated.	*gives instructions mechanically. *forgets to explain task components. *repeats commands without follow through. *gives "wordy" command, or explanation of undue length.

C. Cues child consistently according to program instructions.

(5)	(3)	(1)
*cues according to instructional program. *varies cues in accordance to program alternatives for individual child. *cues using appropriate volume, pitch, and articulation.	*cues child in accordance with the instructional program plan. *cues are articulated with sufficient clarity.	*gives weak cue when child is not attending. *repeats cues without waiting for child to follow through. *does not cue consistently. *cues are garbled by poor articulation.

D. Corresponds instructions to child's receptive language level.

(5)	(3)	(1)
*assesses own language level and the effects on individual child. *adapts language to individual needs (pitch, facial expressions, gestures, volume, length of sentence, choice of words). *telescopes instructions to receptive level of child and expands language as child is able to handle longer input of information. *watches child to see if instructions confuse or puzzle child, or if child is "tuning out" and adapts further instructions to meet these responses.	*accepts speech and language differences in children. *adjusts language behavior to understanding level of each child.	*talks over child's level of understanding. *instructions are too "wordy" or lengthy for given child.

III. MANAGING THE ANTECEDENTS (Cont.)

E. Models appropriate response to task.

(5)	(3)	(1)
*systematically shows child what to do when teaching a new task. *effectively models task response to be learned (model is provided so child can follow the positive response).	*shows child what to do when teaching a new task response.	*allows child to make error, does not show child what to do.

F. Uses appropriate visual, verbal, or physical aid when necessary to initiate response.

(5)	(3)	(1)
*uses many types prompts, and cues to elicit the desired response (verbal, gestural, physical). *varies the type of demonstration to meet individual response capabilities. *provides full aid or assistance to initiate response. *uses aids only as necessary to initiate responses desired.	*gives standard assistance necessary to elicit response desired. *is consistant in use of standard aid procedures.	*uses standard aids inconsistently. *uses partial assistance when full aid is indicated.

G. Uses partial aids and props to initiate responding.

(5)	(3)	(1)
*uses only portion of prompts and cues necessary to elicit the desired response (verbal, gestural, physical). *uses partial aids (manual guidance) when child can	*uses partial aids consistently as indicated on instructional program sheet. *understands need to vary level of assistance in keeping with response capabilities of child.	*is inconsistant in use of aids and partial aids. *does not appear to see difference in levels of assistance.

H. Rearranges teaching materials to avoid child responding to position of stimulus item(s).

(5)	(3)	(1)
*always lays out material in accordance with teaching plan and varies position of materials so child does not respond to place of item only.	*periodically repositions stimulus materials to avoid correct responding to position.	*does not consistently account for distractors or position of teaching materials.

Teaching Behavior
Characteristics (Cont.)

H. Cont.

*presents variety of materials, adding and subtracting distractors according to steps and units of instructional plan

I. Provides additional aid if child become frustrated during task opportunities.

(5)	(3)	(1)
*uses full Aid whenever child runs into unexpected difficulty. *uses Aids or partial aids if child cannot perform task without assistance in varying opportunities. *does not allow child to flounder or become frustrated on opportunities, but gives manual guidance, models, etc., as necessary. *provides every opportunity for child to experience success by changing response demands and levels of assistance.	*varies level of assistance within task opportunities in accordance with program plan. *provides some opportunities for child to succeed when child is having problems in completing a task.	*does not provide opportunities for child to meet with more success than failure, by supplying additional assistance-aids when child is having difficulty in a program.

J. Fades aids appropriately.

(5)	(3)	(1)
*uses shaping procedures to teach and maintain response desired and drops back assistance to natural level as quickly as possible in accordance with individual child needs. *fades assistance completely as child learns task response. *fades gradually amount of assistance from full aid to partial aid to no aid in keeping with changing response capabilities of child.	*begins to fade assistance of full aid or partial aid as child learns task response.	*continues to use full or partial aid beyond point needed by child, after child evidences ability to respond by himself.

III. MANAGING THE ANTECEDENTS (Cont.)

K. Makes child aware of contingencies of reinforcement for correct response, (e.g. if ____ then ____ instructions when needed).

(5)	(3)	(1)
*systematically informs child of what needs to be done, how to respond and what reinforcers will be available for the correct response (if you do ____ then you can ____). *varies statesment of contingencies according to responses of child, and capabilities of child.	*explains contingencies for desired behavior response according to standard program plan.	*is inconsistent in stating contingencies for response behavior. *rarely states contingencies of "if ___ then ___."

L. Rotates attention among children when working with group of children.

(5)	(3)	(1)
*defines "attention signals" for the group (look, ready, look at me; or points to objects to engage children; may also begin parallel activity). *gives each child assistance and attention systematically, especially for modeling correct behaviors.	*defines "attending signals" for group (look at me, ready). *divides attention between all children in group.	*is unable to achieve attending behavior of group.

IV. MANAGING BEHAVIORS

A. Catches the child being good.

(5)	(3)	(1)
*delivers reinforcers immediately when "catching child being good." *applies genuine positive reinforcement to individual child situationally.	*maintains positive learning environment using positive praise.	*seldom reinforces appropriate behaviors spontaneously or on intermittent basis.

IV. MANAGING BEHAVIORS (Cont.)

B. Avoids unnecessary use of "No."

(5)	(3)	(1)
*seldom uses negatives, but does express disliking for inappropriate behavior.	*occasionally uses "No," but does tell child when behavior is inappropriate	*excessively uses "No" when correcting child and expressing dislike for a behavior.

C. Consistently reinforces appropriate behavior which is imcompatible to behavior to be eliminated, (e.g., socially desirable vs. interferring behaviors).

(5)	(3)	(1)
*implements individualized reinforcement procedures. *reinforces target behavior that is inconsistent with undesirable behavior. *sets up positive learning environment providing more opportunities for success thar failure. *uses more positives than negatives.	*inforces appropriate behaviors in child, by accenting the positive.	*focuses on negative behaviors. *does not reinforce desired behaviors appropriately or consistently.

D. Ignores minor misbehaviors.

(5)	(3)	(1)
*is able to ignore minor infraction by physically turning away from child or praising another child (within hearing) for appropriate or desired behaviors.	*occasionally tunes to minor misbehaviors, but generally uses ignoring procedure.	*immediately jumps child for minor misdeed.

E. Avoids threatening child.

(5)	(3)	(1)
*focuses on positive behavior. *if child is engaged in inappropriate behavior simply states contingencies, does not present corrections as a threat.	*follows standard correction procedures and rarely states conditions in a threatening manner.	*uses punishing or aversive remarks. *always threatens child with adverse consequences for inappropriate behaviors, but rarely follows up.

IV. MANAGING BEHAVIORS (Cont.)

F. Avoids punishing in anger.

(5)	(3)	(1)
*teacher controls overt anger response to child's inappropriate behaviors. *adapts quickly to handling anger before necessary punishment is applied. *if necessary calls for assistance from co-teacher or other adult when situation envokes anger.	*punishment follows standard procedures and any expression of anger is minimal	*verbal, gestures, or physical bearing often conveys exasperation or anger directed toward child's inappropriate behaviors. *punishment conveys to child that he's gotten teacher's "goat."

G. Tells child why he is being punished and what must be done to gain positive reinforcement.

(5)	(3)	(1)
*is able to explain to child rationale for punishment and exactly what child must do to correct the situation, regaining position for positive reinforcers.	*expresses dislike for inappropriate behaviors and defines positive behavior requirements.	*is inconsistent with explanation to child of behavior disliked. *rarely tells child what behavior is expected.

H. Follows through with application of if ____ then ____ contingency statements to interferring behavior.

(5)	(3)	(1)
*clearly explains contingencies for inappropriate behaviors. *follows up stated contingency immediately. *tells child "rules of the game" when situation or consequences are vague, unclear or complicated. Otherwise instructions are given by simply telling child what he is expected to do and then when he responds he is reinforced by the situation.	*explains contingencies for inappropriate behavior. *follows up stated contingency most of the time.	*is inconsistent in stating contingencies for child. *is inconsistent in following through contingencies for inappropriate behavior.

H. (Cont.)

*effectively uses consequences of performing desired behaviors correctly or incorrectly.
*implements systematic procedures for decreasing behaviors by carefully stating contingency.
*shows consistency in decreasing inappropriate behavior by use of contingencies.

I. Uses mild punisher of withdrawing attention from child (e.g., "time out self") for behavior not to be ignored.

(5)	(3)	(1)
*effectively uses "timing out" of teacher attention away from child when child's minor inappropriate behavior does not warrant reinforcers. *if possible praises another child as model for desired behavior (e.g., June you are sitting nicely with hands in lap, you're ready for a turn to ___).	*consistently uses standard correction procedures involved in withdrawing teacher attention from child.	*attends to minor misbehavior when other procedures would be more appropriate. *is inconsistent in tuning into and away from inappropriate behavior.

J. Withdraws privileges or reinforcers when undesirable behavior occurs.

(5)	(3)	(1)
*uses effective punishment procedures that are adapted appropriately to the special circumstances of the situation at hand. *tells child calmly that h he has just lost the privilege of ___ because ___. *shows consistency in use of procedures for decreasing inappropriate behavior.	*uses consistent consequences, withdrawing privileges or reinforcers forcers from child in order to decrease inappropriate behavior.	*focuses on negative behaviors and always responds verbally to inappropriate behavior, without withdrawing privileges or attention.

IV. MANAGING BEHAVIORS (Cont.)

K. Uses time out in a matter-of-fact manner removing child to time out area for short time period (2-5 minutes).

(5)	(3)	(1)
*uses time out as an aversive contingency sparingly, only as absolutely necessary. *administers time out procedure in matter-of-fact manner, giving simple ex *takes child to time out area without being overly physical with child. *leaves child in time out area only for short time period unless child is still behaving inappropriately. *releases child from time out in matter-of-fact manner without additional reprimand.	*uses time out precedures as indicated in special program for interferring behavior, but may have some difficulty with consistency of response.	*uses time out inappropriately for minor misbehavior.

L. Use physical restraint only when misbehavior is harmful to the child and/or others.

(5)	(3)	(1)
*uses physical restraint as an aversive contingency only to weaken interfering behavior that is totally out of control. *uses restraint when child may be in danger of hurting self and/or others. *uses restraint only for a short time period and releases child as soon as he is able to respond to verbal contingency.	*uses physical restraint as indicated on special programs for interfering behavior. *responds in appropriate way to use of restraints as predetermined in program	*always stays away from physical struggle or encounter with child. *responds immediately with overly firm physical restraint whenever misbehavior occurs. *argues with child while in time out.

V. MANAGING THE CONSEQUENCES

A. Selects meaningful reinforcers for instructional activity.

(5)	(3)	(1)
*assesses individual child in determining rewards (primary, social, token, activity). *displays initiative and creativity in matching reinforcers to each child and his learning environment. *selects reinforcers that have been demonstrated as meaningful to child. *determines when to change reinforcers and schedule of reinforcement, so as to avoid satiation. *selects reinforcers that are easy to implement consistently. *selects reinforcers that ultimately lead to natural and intrinsic reinforcers.	*selects reinforcers from contingency file, appropriately for use with a given child.	*reinforcers are selected at random and may not be reflective of individual child's needs. *the same reinforcers are used in the same way for all children.

B. Reinforces appropriate behavior (e.g., including approximations toward target behavior).

(5)	(3)	(1)
*consistently uses appropriate and genuine positive reinforcement (e.g. individualized, well-timed). *consequences follow the SRS model and move from a simple to a more complex response in a logical, smooth flowing order. *provides consistent reinforcement for new instructional activities. *provides reinforcement for approximations toward target behavior. *reinforces a correct response even if a correction procedure was given.	*consistently applies positive reinforcement as per standard procedures outlined in child's program.	*reinforcement and consequation of behavior are inconsistently applied. *reinforcement is given for less than appropriate behaviors. *forgets to reinforce appropriate behavior as per child's program plan.

V. MANAGING THE CONSEQUENCES (Cont.)

C. Provides immediate verbal reinforcement for appropriate response.

(5)	(3)	(1)
*demonstrates ability to consistently present reinforcement and consequates behavior at the appropriate time. *verbal reinforcers are always delivered immediately as child responds appropriately to task, command, or contingency. *wording of reinforcer is appropriate to child, his level of understanding, the task and the specific performance situation.	*verbal reinforcement is given appropriately, according to individual child's program plan.	*verbal reinforcement is often forgotten or delayed to the extent that child may not be able to link the reinforcer to desired behavior (e.g., child may be reinforced for wrong or different behavior).

D. Gives social reinforcers naturally with enthusiasm.

(5)	(3)	(1)
*verbal and social reinforcers are applied in normal, natural tone of voice. *social reinforcers are given naturally in a warm, naturally in a worm, but matter-of-fact manner (e.g., pat on shoulder, hug, smiles).	*social reinforcement is given in natural manner in accordance with the situation and program plan.	*reinforcers are given mechanically. *social reinforcers appear artificial and unnatural,

E. Uses thinned schedule of reinforcement for acquired tasks (e.g. intermittent reinforcement).

(5)	(3)	(1)
*provides intermittent reinforcement for acquired tasks. *as a workable schedule of meaningful reinforcement is attained, with child responding at a high rate to task, the continuous reinforcement schedule is thinned to encourage greater independence of child.	*follows through with intermittent reinforcement schedule as outlined in child's program plan.	*continuous reinforcement is given, beyond the point needed by child to assist his response to task.

V. MANAGING THE CONSEQUENCES (cont.)

F. Provides edible or tangible reinforcers if necessary to initiate or maintain child performance.

(5)	(3)	(1)
*provides edible reinforcers only as necessary to initiate responding behavior for a child with very low performance level. *utilizes tangible or activity reinforcers if necessary to initiate or maintain child's performance. *provides basic reinforcers but moves child away from primary/tangibles as soon as child's behavior can be maintained by social and verbal praise (intermittent use of primary/tangibles may still be evidenced).	*uses primary/tangible reinforcers as indicated in individual child's program plan.	*overuses edible/tangible reinforcers. *does not attempt to fade use of primary/tangibles.

G. Pairs verbal or social reinforcers with other tangible or activity reinforcers.

(5)	(3)	(1)
*always pairs verbal and social reinforcers with primary/tangible or activity reinforcers. *varies types of reinforcers when appropriate. *always pairs such reinforcers with praise.	*pairs verbal and social reinforcers with primary/tangible or activity reinforcers as indicated in child's individual program's plan.	*rarely pairs use of primary/tangible or activity reinforcers with social and verbal praise.

H. Pairs knowledge of correct results with verbal reinforcer where possible.

(5)	(3)	(1)
*usually tells child what was good about his response within the givens of each individual task situation. *verbal praise focuses on the correctness of results (e.g., neat, you put the red circle next to the red square, etc.)	*often tells child exactly what is correct about his response.	*rarely tells child what was correct about his response specifically (e.g., says, O.K., that's right, good).

V. MANAGING THE CONSEQUENCES (Cont.)

I. Allows child sufficient opportunity (time) to perform task.

(5)	(3)	(1)
*gives child time to respond to task. *allows for successive opportunities to complete task or comply to command. *delays reinforcers intentionally in order to strength maintenance and generalization of task for individual child. *tasks are well-timed, and presented in accordance with individual child's need.	*child is usually given time to respond to each opportunity provided.	*child is rushed through the instructional activity. *timing of presentations is not adjusted to individual child's need.

J. Uses correction procedures consistently (e.g., correction is given in matter-of-fact manner).

(5)	(3)	(1)
*emphasizes correct answer, not incorrect one when providing correction. *provides correction if child responds incorrectly. *does not focus on negatives within the correction process. *consistently utilizes correction procedures, but varies wording to avoid monotony and sustain child's attention. *provides adequate amount of aid to evoke correct response after correction procedure is given. *allows child to practice correct response after correction has been given.	*uses standard correction procedure appropriately, as outlined in child's program plan.	*is inconsistent in application of standard correction procedures. *does not correct child's incorrect responses. *corrections are given with emphasis on not, no, and that's wrong.

VI. KEEPING RECORDS

A. Records individual daily progress using assigned coding system (e.g., clipboard data sheets).

(5)	(3)	(1)
*is able to maintain comprehensive records on each child's daily performance. *systematically records child's daily progress, using ABA coding system. *records general global statements of progress at the completion of each program.	*records daily progress using system set up on standard clipboard forms; but there is some variance in consistency.	*does not consistently keep records on opportunities given during daily instructional activities.

B. Records correctly each child's opportunity for responding.

(5)	(3)	(1)
*consistently records child's responses for each opportunity specific to the individualized instructional activity. *accurately records child's response after each opportunity. (this time is rated by two reliability observation checks of teacher taking data.)	*records daily progress using system set up on standard clipboard forms; but there is some variance in consistency.	*does not consistently keep records on opportunities given during daily instructional activities.

C. Records baseline on instructional activity.

(5)	(3)	(1)
*always takes baseline measures on new instructional activity. *samples baseline over number of opportunities needed to accurately reflect current status of child.	*generally takes baseline for assigned number of observations or opportunities.	*takes baseline data inconsistently.

VI. KEEPING RECORDS (Cont.)

D. Records teaching probes (both ahead and back).

(5)	(3)	(1)
*always implements systematic procedure of probing child's instructional level. *implements periodic retesting for learning of a specific concept or operation. *probes both ahead and back to further establish training needs in areas of strength or weakness.	*gives some additional opportunities to practice or perform task ahead or back of current instructional activity level.	*follows no systematic procedure for assessing child's responses within a given program.

E. Records mastery/maintenance checks.

(5)	(3)	(1)
*always considers child's pregress in terms of acquisition, generalization and operations. *provides opportunities for child to respond to assigned activity as a review process. *gathers data systematically on mastery/maintenance and program effectiveness.	*incorporates mastery/maintenance checks in review of specific programs as outlined in child's program plan.	*doesn't know if child is continuing to maintain skill, feels if he can do it once, he knows it.

F. Notes alternatives or branches in teaching procedures on data form and comment section.

(5)	(3)	(1)
*when implementing changes in specific teaching procedures for a given program, always records branching or details of the alternative procedure.	*recognizes changes or adaptations in stated program outline for an individual child and records such changes or makes special notes on data form.	*rarely records significant changes in standard program plan.

VI. KEEPING RECORDS (Cont.)

F. (Cont.)

(5)	(3)	(1)
*when conducting an instructional activity in accordance with child's program plan, notes independently special comments generated from within the activity (e.g., change of reinforcer, adjusted aids, special problems inherent in task for a given child, or aborting of program and why).		

G. Notes child reaching criterion level.

(5)	(3)	(1)
*maintains child's performance level in accordance with individual program plan. *always reaches criteria for individual child performance before moving ahead in program or changing programs. *clearly notes on individual record form child's attainment of criteria.	*records opportunities needed to practice and perform task.	*does not give child sufficient opportunities to reach criteria. *requires child to respond to a given task beyond point where is is consistently giving the correct response, when child does not evidence need for extended practice.

H. Completes all clipboard forms properly.

(5)	(3)	(1)
*always completes each form according to clipboard instructions. *develops comprehensive records on individual children. *consistently records curriculum planning and evaluation. *is able to incorporate relevant information of child's progress and program plans and clipboard forms. *asks for assistance in completing clipboard forms when necessary.	*keeps clipboard forms up to date by accurately supplying needed data for each form according to instructions.	*is unable to accurately set up clipboard forms for individual child.

VII. REVIEWING CHILD PROGRESS

A. Analyzes essential details from daily performance data.

(5)	(3)	(1)
*systematically checks child's daily accomplishments. *always evaluates daily lesson plans and activities, considering child progress before undertaking the task of ongoing planning. *identifies child's strengths and weaknesses according to behavioral responses attained during instructional activity.	*evaluates daily performance data in terms of planned program outline and intended outcomes (objectives).	*sporadically reviews child's daily performance. *does not review daily progress unless specifically directed to check programs.

B. Evaluates child's difficulties in observable terms.

(5)	(3)	(1)
*reviews comprehensive records on individual children which includes assessment profile, daily performance records, and other relevant information such as home programs, medical reports, parent/child history form. *evaluates specific behaviors present in child's performance and can state behaviors desired in terms of measurable outcome objectives. *evaluates data on exhibiting behaviors upon entry into program and incorporates information in program planning. *evaluates outcomes or accomplishments against intended program outcomes. *specifically outlines child's needs in terms of observables, stating what he is not doing or specifically having trouble with.	*makes decisions regarding child performance and needs according to daily progress records. *states in observable terms the needs of child, specifically what he is not able to do and is having trouble with.	*spends little or no time in evaluation of daily instructional activity. *does not state specifics of observed needs.

VII. REVIEWING CHILD PROGRESS (cont.)

C. Modifies instructional activities on basis of daily performance data.

(5)	(3)	(1)
*recognizes strengths and weaknesses in child's performance and uses this evaluation to adjust the teaching/learning situation. *systematically updates daily programs as child progress is evaluated, resulting in continuing ongoing plans. *daily evaluation may lead to restruction of objectives, materials or procedures. *daily evaluation may lead to decision of aborting program. *develops procedures for alternative programs, branching or slicing back programs according to daily performance data.	*modifies instructional plan on basis of baseline data or daily performance. *is able to slice back programs, and/or jumps program ahead as indicated by child's daily performance.	*rarely develops program alternatives. *does not independently determine needed change of directions in updating daily program.

D. Establishes criterion levels for tasks based on baseline data or daily performance (e.g. determines amount of practice needed per instructional activity).

(5)	(3)	(1)
*develops program criteria according to intended accomplishments or outcome objectives. *establishes each child's performance level in accordance with assessed strengths and weaknesses and need for sustained practice opportunities. *provides as many opportunities as necessary for child to respond to task consistently. *allows for individual differences when setting up criterion levels.	*determines amount of practice needed for activity and is able to write out the amount of practice, stating a criterion level, according to individual child's needs.	*does not account for individual differences when stating criteria for performance. *chooses arbitrary number of opportunities to criteria, without regard for individual child's needs.

VII. REVIEWING CHILD PROGRESS (cont.)

E. Asks for assistance in updating programs as per need.

(5)	(3)	(1)
*demonstrates an openness in requesting assistance in updating programs and selecting from among alternative instructional procedures. *shows initiative in completing update procedures independently but readily accepts ideas and input from teaching team (e.g. teacher, aid, parents) *initiates contact with team and communicates a feeling for the "partnership" in planning the educational program. *seeks additional resources for program planning. *recognizes own teaching areas of strength and weakness, and seeks advice and direction accordingly.	*often asks for advice and direction in planning and programs and updating plans.	*rarely asks for help with designing programs.

F. Updates program information based on criterion assessment measures.

(5)	(3)	(1)
*systematically updates child's assessment data and bases program plans on basis of post-baseline and past performance. *correlates information from criterion assessment measured with curriculum and incorporates this information into individualized program plans. *summarizes progress and synthesizes information gained for individual child assessment profile and monitoring system, as program updates are continually developed.	*often refers to criterion referenced assessment when making program plans and monitoring child progress.	*rarely checks criterion assessment or utilizes this information in program plans.

ARIZONA BEHAVIOR ANALYSIS MODEL
PROJECT FIRST CHANCE

TEACHING BEHAVIOR CHARACTERISTICS

*Item Analysis of Behavioral Criteria

I. SETTING:

A. Removes extraneous, distracting material from within the instructional setting.

(5)	(3)	(1)
*instructional area is ready for the activity with no distractors visible or within close reach of child. All other instructional material is stored in place. *physical conditions of work area are set in accordance with child's needs (social, cognitive, safety, etc.)	*instructional area is ready for programmed activity, but some material that is not needed for the specific activity program is also at hand.	*instructional area is cluttered with toys or other objects in easy reach. *materials unrelated to the specific program are also within the work area.

B. Arranges situation to facilitate responding (e.g., sits at child's level; handling of materials effectively to eliminate distraction) is controlled by teacher and focuses on task.

(5)	(3)	(1)
*follows program outline systematically in organizing instructional area. *readys all materials for the instructional activity including child-size chair and other such equipment. *teacher sits next to or across from child in best position to attain child's attention. *teacher moves chair, table or materials to make it easier for child to respond. *teacher makes sure the physical setting or equipment does not defeat the child.	*follows program outline for setting up instructional area. *organizes physical arrangement prior to the instructional period.	*follows no systematic set-up procedure.

Teaching Behavior
Characteristics (Cont.)

II. PLANNING

A. Uses information from assessment measures in planning.

(5)	(3)	(1)
*is able to obtain general recommendations for instructions from assessment profile data. *is able to outline general needs statements.	*is able to use some assessment information in planning individual programs.	*is unable to utilize the assessment data profile in planning for individual programs.

B. Selects materials appropriate to the instructional program.

(5)	(3)	(1)
*implements activities which motivate constructive self-generalized behaviors in child in each developmental area: body management, self-care; communications, pre-academics; and socialization. *utilizes variety of instructional resources in planning to facilitate meeting lesson objectives according to individual program plans.	*uses variety of materials during instructional activity.	*uses some material in same way for extended period of time. *obvious lack of planning and time spent in preparing materials.

C. Selects activity appropriate to level of the child.

(5)	(3)	(1)
*each instructional activity scheduled is reflective of individual child's needs. *instructional activities are developed in accordance with entry assessment. *instructional program based upon priorities set forth in the I.E.P. *uses materials that are attractive to child.	*daily plan reflects some awareness of areas of the child's needs. *uses developmentally appropriate materials.	*instructional activity does not appear to be in keeping with child needs or abilities. *uses materials with no apparent purpose.

D. Readies materials for use before beginning instruction.

(5)	(3)	(1)
*reviews outline of teaching procedures for knowledge and skills (M-2) before gathering materials and setting up teaching situation. *knows instructions for presenting task. *knows correction procedure and cue. *knows exactly how to handle correct and incorrect responses	*reviews outline of teaching procedures before each instructional activity. *has materials and teaching situation in order.	*sporadically reviews outline of teaching procedures. *unsure of instructional cues and correction procedures.

II. PLANNING (CONT.)

E. Presents materials in accordance with directions for specific instructional activity.

(5)	(3)	(1)
*follows systematic procedure of presenting appropriate instructional materials. *follows logical sequence in presenting instruction gradually increasing degree of difficulty. *knows criteria for learning task and adheres to them while teaching the task.	*follows basic program outline for instructional activity. *presents materials as directed in curriculum program.	*follows no systematic procedure.

F. Adjusts plans and expectations as necessary.

(5)	(3)	(1)
*pinpoints specific skills in five developmental areas and adapts programs to identified needs of child. *uses branching, slicing back a specific instructional procedure to match needs of child. *probes ahead to check for skill mastery *continually tries to find difficulty level that is just right for child.	*is able to make "on the spot" decisions about immediate instructional activity only.	*adheres to specific lesson plan, disregarding changes in child's needs.

G. Uses the task analysis process.

(5)	(3)	(1)
*analyzes instructional task outlining components of the instructional activity into steps and units. *programs daily instructional activities in terms of materials, procedures, and task responses.	*utilizes prepared task analyzed skill sequences in selecting and preparing instructional activity.	*does not break down tasks in daily instructional program into teaching sequences.

H. Writes instructional objectives.

(5)	(3)	(1)
*pinpoints specific skill needs in each developmental area. *defines long range goals as well as short term objectives. *gives general recommendations for instruction. *writes instructional objectives, including behaviors, conditions, and criteria for learning.	*writes statements of general needs. *defines general goal statements for activities.	*unable to write specific instructional objective from assessment profile

III.MANAGING THE ANTECEDENTS

A. Obtains child's attention before giving instruction.

(5)	(3)	(1)
*establishes attending behavior before presenting materials or tasks. *uses "attending signals" consistently (ready, look). *uses process of shaping to teach attending behavior. *maintains minimal attention required to complete learning tasks. *uses techniques such as pacing, gestures, facial expressions, pauses, and novelty to achieve and maintain attending behavior.	*recognizes and strives for attending behavior. *defines "attending signals" (ready, look at me)	*is unable to recogniz attending behavior. *does not use "attending signals".

B. Provides brief explanation or commands.

(5)	(3)	(1)
*gives instructions clearly in natural voice, with emphasis on important components. *gives instructions as indicated on program sheet, but personalizes the command with enthusiastic delivery. *gives concisely stated command.	*gives instructions as indicated on program sheet. *instructions are clearly stated.	*gives instructions mechanically. *forgets to explain task components *repeats commands without follow through. *gives "wordy" command or explanation of undue length.

C. Cues child consistently according to program instructions.

(5)	(3)	(1)
*cues according to instructional program. *varies cues in accordance to program alternatives for individual child. *cues using appropriate volume, pitch, and articulation.	*cues child in accordance with the instructional program plan. *cues are articulated with sufficient clarity.	*gives weak cue when child is not attendin *repeats cues without waiting for child follow through. *does not cue consistently. *cues are garbled by poor articulation.

III. MANAGING THE ANTECEDENTS (cont.)

D. Corresponds instructions to child's receptive language level.

(5)	(3)	(1)
*asseses own language level and the effects on individual child. *adapts language to individual needs (pitch, facial expressions, gestures, volume, length of sentence, choice of words). *telescopes instructions to receptive level of child and expands language as child is able to handle longer input of information. *watches child to see if instructions confuse or puzzle child, or if child is "tuning out" and adapts further instructions to meet these responses.	*accepts speech and language differences in children. *adjusts language behavior to understanding level of each child.	*talks over child's level of understandin *instructions are too "wordy" or lengthly for given child.

E. Models appropriate response to task.

(5)	(3)	(1)
*systematically shows child what to do when teaching a new task. *effectively models task response to be learned (model is provided so child can follow the positive response).	*shows child what to do when teaching a new task response.	*allows child to make error, does not show child what to do.

F. Uses appropriate visual, verbal, or physical aid when necessary to initiate response.

(5)	(3)	(1)
*uses many types prompts, and cues to elicit the desired response (verbal, gestural, physical) *varies the type of demonstration to meet individual response capabilities. *provides full aid or assistance to initiate response. *uses aids only as necessary to initiate responses desired.	*gives standard assistance necessary to elicit response desired. *is consistant in use of standard aid procedures	*uses standard aids inconsistently. *uses partial assistance when full aid is indicated.

III. MANAGING THE ANTECEDENTS (cont.)

G. Uses partial aids and props to initiate responding.

(5)	(3)	(1)
*uses only portion of prompts and cues necessary to elicit the desired response (verbal, gestural, physical). *uses partial aids (manual guidance) when child can nearly do entire act or response by himself. *provides hints, and cues as child is more nearly able to respond to target behavior.	*uses partial aids consistently as indicated on instructional program sheet. *understands need to vary level of assistance in keeping with response capabilities of child.	*is inconsistant in use of aids and partial aids. *does not appear to see difference in levels of assistance.

H. Rearranges teaching materials to avoid child responding to position of stimulus item(s).

(5)	(3)	(1)
*always lays out materials in accordance with teaching plan and varies position of materials so child does not respond to place of item only. *presents variety of materials, adding and subtracting distractors according to steps and units of instructional plan.	*periodically repositions stimulus materials to avoid correct responding to position.	*does not consistently account for distractors or position of teaching materials.

I. Provides additional aid if child becomes frustrated during task opportunities.

(5)	(3)	(1)
*uses full Aid whenever child runs into unexpected difficulty. *uses Aids or partial aids if child cannot perform task without assistance in varying opportunities. *does not allow child to flounder or become frustrated on opportunities, but gives manual guidance, models, etc., as necessary. *provides every opportunity for child to experience success by changing response demands and levels of assistance.	*varies level of assistance within task opportunities in accordance with program plan. *provides some opportunities for child to succeed when child is having problems in completing a task.	*does not provide opportunities for child to meet with more success than failure, by supplying additional assistance aids when child is having difficulty in a program

III. MANAGING THE ANTECEDENTS (cont.)

J. Fades aids appropriately.

(5)	(3)	(1)
*uses shaping procedures to teach and maintain response desired and drops back assistance to natural level as quickly as possible in accordance with individual child needs. *fades assistance completely as child learns task response. *fades gradually amount of assistance from full aid to partial aid to no aid in keeping with changing response capabilities of child.	*begins to fade assistance of full aid or partial aid as child learns task response.	*continues to use full or partial aid beyond point needed by child after child evidences ability to respond by himself.

K. Makes child aware of contingencies of reinforcement for correct response, (e.g. if___ then___instructions when needed).

(5)	(3)	(1)
*systematically informs child of what needs to be done, how to respond and what reinforcers will be available for the correct response (if you do___than you can___). *varies statement of contingencies according to responses of child, and capabilities of child.	*explains contingencies for desired behavior response according to standard program plan.	*is inconsistent in stating contingencies for response behavior. *rarely states contingencies of "if___then___".

L. Rotates attention among children when working with group of children.

(5)	(3)	(1)
*defines "attention signals" for the group (look, ready, look at me; or points to objects to engage children; may also begin parallel activity). *gives each child assistance and attention systematically, especially for modeling correct behaviors.	*defines "attending signals" for group (look at me, ready). *divides attention between all children in group.	*is unable to achieve attending behavior of group.

IV. MANAGING BEHAVIORS

A. Catches the child being good.

(5)	(3)	(1)
*delivers reinforcers immediately when "catching child being good". *applies genuine positive reinforcement to individual child situationally.	*maintains positive learning environment using positive praise.	*seldom reinforces appropriate behaviors spontaneously or on intermittent basis.

B. Avoids unnecessary use of "No".

(5)	(3)	(1)
*seldom uses negatives, but does express disliking for inappropriate behavior.	*occasionally uses "No", but does tell child when behavior is inappropriate.	*excessively uses "No" when correcting child and expressing dislike for a behavio

C. Consistently reinforces appropriate behavior which is incompatable to behavior to be eliminated, (e.g. socially desirable vs. interferring behaviors).

(5)	(3)	(1)
*implements individualized reinforcement procedures. *reinforces target behavior that is inconsistent with undesirable behavior. *sets up positive learning environment providing more opportunities for success than failure. *uses more positives than negatives.	*reinforces appropriate behaviors in child, by accenting the positive.	*focuses on negative behaviors. *does not reinforce desired behaviors appropriately or consistently.

D. Ignores minor misbehaviors.

(5)	(3)	(1)
*is able to ignore minor infraction by physically turning away from child or praising another child (within hearing) for appropriate or desired behaviors.	*occasionally tunes to minor misbehaviors, but generally uses ignoring procedure.	*immediately jumps child for minor misdeed.

IV. MANAGING BEHAVIORS (cont.)

E. Avoids threatening child.

(5)	(3)	(1)
*focuses on positive behavior. *if child is engaged in inappropriate behavior simply states contingencies, does not present corrections as a threat.	*follows standard correction procedures and rarely states conditions in a threatening manner.	*uses punishing or derisive remarks. *always threatens child with adverse consequences for inappropriate behaviors, but rarely follows up.

F. Avoids punishing in anger.

(5)	(3)	(1)
*teacher controls overt anger response to child's inappropriate behaviors. *adapts quickly to handling anger before necessary punishment is appled. *if necessary calls for assistance from co-teacher or other adult when situation envokes anger.	*punishment follows standard procedures and any expression of anger is minimal.	*verbal, gestures, or physical bearing often conveys exasperation or anger directed toward child's inappropriate behaviors. *punishment conveys to child that he's gotten teacher's "goat".

G. Tells child why he is being punished and what must be done to gain positive reinforcement.

(5)	(3)	(1)
*is able to explain to child rationale for punishment and exactly what child must do to correct the situation, regaining position for positive reinforcers.	*expresses dislike for inappropriate behaviors and defines positive behavior requirements.	*is inconsistent with explanation to child of behavior disliked. *rarely tells child what behavior is expected.

IV. MANAGING BEHAVIORS (cont.)

H. Follows through with application of if____then___contingency statements to interferring behavior.

(5)	(3)	(1)
*clearly explains contingencies for inappropriate behaviors. *follows up stated contingency immediately. *tells child"rules of the game" when situtation or consequences are vague, unclear or complicated. Otherwise instructions are given by simply telling child what he is expected to do and then when he responds he is reinforced by the situation. *effectively uses consequences of performing desired behaviors correctly or incorrectly. *implements systematic procedures for decreasing behaviors by carefully stating contingency. *shows consistency in decreasing inappropriate behavior by use of contingencies.	*explains contingencies for inappropriate behaviors. *follows up stated contingency most of the time.	*is inconsistent in stating contingencies for child. *is inconsistent in following through contingencies for inappropriate behavior.

I. Uses mild punisher of withdrawing attention from child (e.g. "time out self") for behavior not to be ignored.

(5)	(3)	(1)
*effectively uses "timing out" of teacher attention away from child when child's minor inappropriate behavior does not warrant reinforcers. *if possible praises another child as model for desired behavior (e.g. June you are sitting nicely with hands in lap, you're ready for a turn to___).	*consistently uses standard correction procedures involved in withdrawing teacher attention from child.	*attends to minor misbehavior when other procedures would be more appropriate. *is inconsistent in tuning into and away from inappropriate behavior

J. Withdraws privileges or reinforcers when undesirable behavior occurs.

(5)	(3)	(1)
*uses effective punishment procedures that are adapted appropriately to the special circumstances of the situation at hand. *tells child calmly that he has just lost the privilege of___ ___because_____. *shows consistency in use of procedures for decreasing inappropriate behavior.	*uses consistent consequences, withdrawing privileges or reinforcers from child in order to decrease inappropriate behavior.	*focuses on negative behaviors and always responds verbally to inappropriate behavior without withdrawing privileges or attention.

K. Uses time out in a matter-of-fact manner removing child to time out area for short time period (2-5 minutes).

(5)	(3)	(1)
*uses time out as an aversive contingency sparingly, only as absolutely necessary. *administers time out procedure in matter-of-fact manner, giving simple explanation of procedure. *takes child to time out area without being overly physical with child. *leaves child in time out area only for short time period unless child is still behaving inappropriately. *releases child from time out in matter-of-fact manner without additional reprimand.	*uses time out procedures as indicated in special program for interferring behavior, but may have some difficulty with consistency of response.	*uses time out inappropriately for minor misbehavior.

L. Uses physical restraint only when misbehavior is harmful to the child and/or other.

(5)	(3)	(1)
*uses physical restraint as an aversive contingency only to weaken interfering behavior that is totally out of control. *uses restraint when child may be in danger of hurting self and/or others. *uses restraint only for a short time period and releases child as soon as he is able to respond to verbal contingency.	*uses physical restraint as indicated on special programs for interfering behavior. *responds in appropriate way to use of restraints as predetermined in program.	*always stays away from physical struggle or encounter with child (or) *responds immediately with overly firm physical restraint whenever misbehavior occurs. *argues with child while in time out.

Characteristics (Cont.)

V. MANAGING THE CONSEQUENCES

A. Selects meaningful reinforcers for instructional activity.

(5)	(3)	(1)
*assesses individual child in determining rewards (primary, social, token, activity). *displays initiative and creativity in matching reinforcers to each child and his learning environment. *selects reinforcers that have been demonstrated as meaningful to child. *determines when to change reinforcers and schedule of reinforcement, so as to avoid satiation. *selects reinforcers that are easy to implement consistently. *selects reinforcers that ultimately lead to natural and intrinsic reinforcers.	*selects reinforcers from contingency file, appropriately for use with a given child.	*reinforcers are selected at random and may not be reflective of individual child's needs. *the same reinforcers are used in the same way for all children.

B. Reinforces appropriate behavior (e.g. including approximations toward target behavior).

(5)	(3)	(1)
*consistently uses appropriate and genuine positive reinforcement (e.g. individualized, well-timed) *consequences follow the SRS model and move from a simple to a more complex response in a logical, smooth flowing order. *provides consistent reinforcement for new instructional activities. *provides reinforcement for approximations toward target behavior. *reinforces a correct response even if a correction procedure was given.	*consistently applies positive reinforcement as per standard procedures outlined in child's program.	*reinforcement and consequation of behavior are inconsistently applied. *reinforcement is given for less than appropriate behaviors. *forgets to reinforce appropriate behavior as per child's program plan.

C. Provides immediate verbal reinforcement for appropriate response.

(5)	(3)	(1)
*demonstrates ability to consistently present reinforcement and consequates behavior at the appropriate time *verbal reinforcers are always delivered immediately as child responds appropriately to task, command, or contingency. *wording of reinforcer is appropriate to child, his level of understanding, the task and the specific performance situation.	*verbal reinforcement is given appropriately, according to individual child's program plan.	*verbal reinforcement is often forgotten or delayed to the extent that child may not be able to link the reinforcer to desired behavior (e.g. child may be reinforced for wrong or different behavior).

V. MANAGING THE CONSEQUENCES (cont.)

D. Gives social reinforcers naturally with enthusiasm.

(5)	(3)	(1)
*verbal and social reinforcers are applied in normal, natural tone of voice. *social reinforcers are given naturally in a warm, but matter-of-fact manner (e.g. pat on shoulder, hug, smiles).	*social reinforcement is given in natural manner in accordance with the situation and program plan.	*reinforcers are given mechanically. *social reinforcers appear artifical and unnatural, stitled.

E. Uses thinned schedule of reinforcement for acquired tasks (e.g. intermittent reinforcement).

(5)	(3)	(1)
*provides intermittent reinforcement for acquired tasks. *as a workable schedule of meaningful reinforcement is attained, with child responding at a high rate to task, the continuous reinforcement schedule is thinned to encourage greater independence of child.	*follows through with intermittent reinforcement schedule as outlined in child's program plan.	*continuous reinforcement is given, beyond the point needed by child to assist his response to task.

F. Provides edible or tangible reinforcers if necessary to initiate or maintain child performance.

(5)	(3)	(1)
*provides edible reinforcers only as necessary to initiate responding behavior for a child with very low performance level. *utilizes tangible or activity reinforcers if necessary to initiate or maintain child's performance. *provides basic reinforcers but moves child away from primary/ tangibles as soon as child's behavior can be maintained by social and verbal praise (intermittent use of primary/ tangibles may still be evidenced.	*uses primary/tangible reinforcers as indicated in individual child's program plan.	*overuses edible/ tangible reinforcers. *does not attempt to fade use of primary/ tangibles.

V. MANAGING THE CONSEQUENCES (cont.)

G. Pairs verbal or social reinforcers with other tangible or activity reinforcers.

(5)	(3)	(1)
*always pairs verbal and social reinforcers with primary/tangible or activity reinforcers. *varies types of reinforcers when appropriate. *always pairs such reinforcers with praise.	*pairs verbal and social reinforcers with primary/tangible or activity reinforcers as indicated in child's individual program plan.	*rarely pairs use of primary/tangible or activity reinforcers with social and verbal praise.

H. Pairs knowledge of correct results with verbal reinforcer where possible.

(5)	(3)	(1)
*usually tells child what was good about his response within the givens of each individual task situation. *verbal praise focuses on the correctness of results (e.g. neat, you put the red circle next to the red square, etc.)	*often tells child exactly what is correct about his response.	*rarely tells child what was correct about his response specifically (e.g. says, O.K., that's right, good).

I. Allows child sufficient opportunity (time) to perform task.

(5)	(3)	(1)
*gives child time to respond to task. *allows for successive opportunities to complete task or comply to command. *delays reinforcers intentionally in order to strength maintenance and generalization of task for individual child. *tasks are well-timed, and presented in accordance with individual child's need.	*child is usually given time to respond to each opportunity provided.	*child is rushed through the instructional activity. *timing of presentations is not adjusted to individual child's need.

V. MANAGING THE CONSEQUENCES (cont.)

J. Uses correction procedures consistently (e.g. correction is given in matter-of-fact manner).

(5)	(3)	(1)
*emphasizes correct answer, not incorrect one when providing correction. *provides correction if child responds incorrectly. *does not focus on negatives within the correction process. *consistently utilizes correction procedures, but varies wording to avoid monotony and sustain child's attention. *provides adequate amount of aid to evoke correct response after correction procedure is given. *allows child to practice correct response after correction has been given.	*uses standard correction procedure appropriately, as outlined in child's program plan.	*is inconsistent in application of standard correction procedures. *does not correct child's incorrect responses. *corrections are given with emphasis on not, no, and that's wrong.

VI. KEEPING RECORDS

A. Records individual daily progress using assigned coding system (e.g. clipboard data sheets).

(5)	(3)	(1)
*is able to maintain comprehensive records on each child's daily performance. *systematically records child's daily progress, using ABA coding system. *records general global statements of progress at the completion of each program.	*records daily progress using system set up on standard clipboard forms; but there is some variance in consistency.	*does not consistently keep records on opportunities given during daily instructional activities.

VI. KEEPING RECORDS (cont.)

B. Records correctly each child's opportunity for responding.

(5)	(3)	(1)
*consistently records child's responses for each opportunity specific to the individualized instructional activity. *accurately records child's response after each opportunity. (this item is rated by two reliability observation checks of teacher taking data).	*records daily progress using system set up on standard clipboard forms; but there is some variance in consistency.	*does not consistently keep records on opportunities given during daily instructional activities.

C. Records baseline on instructional activity.

(5)	(3)	(1)
*always takes baseline measures on new instructional activity. *samples baseline over number of opportunities needed to accurately reflect current status of child.	*generally takes baseline for assigned number of observations or opportunities.	*takes baseline data inconsistently.

D. Records teaching probes (both ahead and back).

(5)	(3)	(1)
*always implements systematic procedure of probing child's instructional level. *implements periodic retesting for learning of a specific concept or operation. *probes both ahead and back to further establish training needs in areas of strength or weakness.	*gives some additional opportunities to practice or perform task ahead or back of current instructional activity level.	*follows no systematic procedure for assessing child's responses within a given program

E. Records mastery/maintenance checks.

(5)	(3)	(1)
*always considers child's progress in terms of acquisition, generalization and operations. *provides opportunities for child to respond to assigned activity as a review process. *gathers data systematically on mastery/maintenance and program effectiveness.	*incorporates mastery/maintenance checks in review of specific programs as outlined in child's program plan.	*doesn't know if child is continuing to maintain skill, feels if he can do it once, he knows it.

VI. KEEPING RECORDS (cont.)

F. Notes alternatives or branches in teaching procedures on data form and comment section.

(5)	(3)	(1)
*when implementing changes in specific teaching procedures for a given program, always records branching or details of the alternative procedure. *when conducting an instructional activity in accordance with child's program plan, notes independently special comments generated from within the activity (e.g. change of reinforcer, adjusted aids, special problems inherent in task for a given child, or aborting of program and why.)	*recognizes changes or adaptations in stated program outline for an individual child and records such changes or makes special notes on data form.	*rarely records significant changes in standard program plan.

G. Notes child reaching criterion level.

(5)	(3)	(1)
*maintains child's performance level in accordance with individual program plan. *always reaches criteria for individual child performance before moving ahead in program or changing programs. *clearly notes on individual record form child's attainment of criteria.	*records opportunities needed to practice and perform task.	*does not give child sufficient opportunities to reach criteri *requires child to respond to a given task beyond point where he is consistently giving the correct response, when child does not evidence need for extended practice.

H. Completes all clipboard forms properly.

(5)	(3)	(1)
*always completes each form according to clipboard instructions. *develops comprehensive records on individual children. *consistently records curriculum planning and evaluation. *is able to incorporate relevant information of child's progress and program plans and clipboard forms. *asks for assistance in completing clipboard forms when necessary.	*keeps clipboard forms up to date by accurately supplying needed data for each form according to instructions.	*is unable to accurately set up clipboard forms for individual child.

Characteristics (Cont.)

VII. REVIEWING CHILD PROGRESS

A. Analyzes essential details from daily performance data.

(5)	(3)	(1)
*systematically checks child's daily accomplishments. *always evaluates daily lesson plans and activities, considering child progress before undertaking the task of ongoing planning. *identifies child's strengths and weaknesses according to behavioral responses attained during instructional activity.	*evaluates daily performance data in terms of planned program outline and intended outcomes (objectives)	*sporadically reviews child's daily performance. *does not review daily progress unless specifically directed to check programs.

B. Evaluates child's difficulties in observable terms.

(5)	(3)	(1)
*reviews comprehensive records on individual children which includes assessment profile, daily performance records, and other relevant information such as home programs, medical reports, parent/child history form. *evaluates specific behaviors present in child's performance and can state behaviors desired in terms of measurable outcome objectives. *evaluates data on exhibiting behaviors upon entry into program and incorporates information in program planning. *evaluates outcomes or accomplishments against intended program outcomes. *specifically outlines child's needs in terms of observables, stating what he is not doing or specifically having trouble with.	*makes decisions regarding child performance and needs according to daily progress records. *states in observable terms the needs of child, specifically what he is not able to do and is having trouble with.	*spends little or no time in evaluation of daily instructional activity. *does not state specifics of observed needs.

VII. REVIEWING CHILD PROGRESS (cont.)

C. Modifies instructional activities on basis of daily performance data.

(5)	(3)	(1)
*recognizes strengths and weaknesses in child's performance and uses this evaluation to adjust the teaching/learning situation. *systematically updates daily programs as child progress is evaluated, resulting in continuing ongoing plans. *daily evaluation may lead to restruction of objectives, materials or procedures. *daily evaluation may lead to decision of aborting program. *develops procedures for alternative programs, branching or slicing back programs according to daily performance data.	*modifies instructional plan on basis of baseline data or daily performance. *is able to slice back programs, and/or jumps program ahead as indicated by child's daily performance.	*rarely develops program alternatives. *does not independently determine needed change of directions in updating daily program.

D. Establishes criterion levels for tasks based on baseline data or daily performance (e.g. determines amount of practice needed per instructional activity).

(5)	(3)	(1)
*develops program criteria according to intended accomplishments or outcome objectives. *establishes each child's performance level in accordance with assessed strengths and weaknesses and need for sustained practice opportunities. *provides as many opportunities as necessary for child to respond to task consistently. *allows for individual differences when setting up criterion levels.	*determines amount of practice needed for activity and is able to write out the amount of practice, stating a criterion level, according to individual child's needs.	*does not account for individual differences when stating criteria for performance. *chooses arbitrary number of opportunitie to criteria, without regard for individual child's needs.

VII. REVIEWING CHILD PROGRESS (cont.)

E. Asks for assistance in updating programs as per need.

(5)	(3)	(1)
*demonstrates an open requesting assistance in up dating programs and selecting from among alternative instructional procedures. *shows initiative in completing update procedures independently but readily accepts ideas and input from teaching team (e.g. teacher, aid parents) *initiates contact with team and communicates a feeling for the "partnership" in planning the educational program. *seeks additional resources for program planning. *recognizes own teaching areas of strength and weakness, and seeks advice and direction accordingly.	*often asks for advice and direction in planning programs and updating plans.	*rarely asks for help with designing programs.

F. Updates program information based on criterion assessment measures.

(5)	(3)	(1)
*systematically updates child's assessment data and bases program plans on basis of post-baseline and past performance. *correlates information from criterion assessment measured with curriculum and incorporates this information into individualized program plans. *summarizes progress and synthesizes information gained for individual child assessment profile and monitoring system, as program updates are continually developed.	*often refers to criterion referenced assessment when making program plans and monitoring child progress.	*rarely checks criterion assessment or utilizes this information in program plans.

MODIFIED TEACHING BEHAVIOR INVENTORY

NAME: _____

DATE: _____

Time Sample: _____ Observation # _____

Instructional Activity: _____

_____

_____

Observation Code:

Outstanding	Very Good	Good	Fair	Poor
Almost Always	Mostly	Some-times	Rarely	Almost Never
* 5	4	3	2	1

	*5	4	3	2	1	Comments
I. SETTING:						
a. Readies materials and work area before beginning instruction.						
b. Handles materials efficiently						
II. PLANNING:						
a. Establishes a teacher controlled instructional situation.						
b. Presents materials in accordance with direction for specific instructional activity (e.g., training phase)						
III. MANAGING THE ANTECEDENTS:						
a. Obtains child's attention before giving instruction						
b. Cues child according to program instructions						
c. Uses "prompting" procedure to initiate responding as per program directions						
d. Rearranges teaching materials to avoid child responding to position of stimulus item.						
IV. MANAGING BEHAVIOR:						
a. Ignores minor misbehaviors						
b. Makes child aware of contingencies of reinforcement for correct response (eg., if ____ then____ instructions when needed)						

V. MANAGING THE CONSEQUENCES:	5	4	3	2	1	Comments
a. Assists in selecting meaningful reinforcers for instructional activity						
b. Reinforces target behavior as defined in program						
c. Provides immediate verbal reinforcers for correct response						
d. Pairs verbal or social reinforcers with other tangible or activity reinforcers						
e. Pairs knowledge of correct results with verbal reinforcer. (eg. labelled praise-confirmation of results).						
f. Uses correction procedures consistent with program instructions (eg. correction is given in matter-of-fact manner).						
VI. KEEPING RECORDS						
a. Records child progress using assigned coding system (eg. ✓ O ☒) correctly after each response opportunity.						
b. Records teaching probes						
c. Notes teaching criterion listed						
d. Uses assigned procedure for stopping teaching sequence when child is not responding correctly and notes in comment section of record form.						

MODIFIED TEACHING BEHAVIOR INVENTORY

Name: _____

Date: _____

Time/Sample: _____

Instructional Activity: _____

Record Form

SETTING:	II. PLANNING:	III. MANAGING THE ANTECEDENTS:
. MANAGING BEHAVIOR:	V. MANAGING THE CONSEQUENCES:	VI. KEEPING RECORDS:

mments/Suggestions